

Part I Executive Summary

Introduction. For over forty years, the residents of Castro Valley have received their library services at a 10,239 square foot facility that opened in 1962. With that move, the Library went from hundreds of square feet to over 10,000. The new building was a beautiful red brick structure, long and low with a flat roof, overhanging eaves, and large windows reminiscent of the designs of Frank Lloyd Wright. A children's room, staff work area, and circulation desk complemented the open adult section with its rows of bookshelves and spacious seating areas. One could stand in the center of the library and see from one end to the other.

What had been a generous and gracious space in 1962 has become, over the past 40 years, cramped, overcrowded, and dysfunctional. Copy machines, self-checkout machines, public and staff computers, and Internet workstations compete for space with reader seats, and shelves overcrowded with books and new formats. In every area the building is visibly stressed and bursting at the seams.

Assessment Methodology. In 1999, to assure the involvement of both library users and non-users, the Library's Manager, Carolyn Moskowitz, conducted an intensive series of presentations to a wide range of community organizations outside the Library setting. The goal was to stimulate community awareness about the project and create a renewed dialogue about what kind of Library services the community needed. A publicity campaign was launched with the local media with particular attention given to developing input from the Castro Valley Unified School District. In 2001 a more formalized needs assessment process with a written survey and focus groups involved the general public, community groups and organizations, local agencies and the School District.

Community Analysis. Population and housing growth has transformed Castro Valley from its rural roots to a bustling, diverse suburban community with a population of 57,292, up 54% from 1960 when the current facility was planned. Since 1980 the population has grown by 30.2% and school enrollment has grown by 83%. The Association of Bay Area Governments projects Castro Valley population will reach 66,000 by 2020. In the last 20 years, Castro Valley has evolved from a fairly homogenous, blue-collar community to one that is ethnically diverse, well educated, and moderately affluent.

The non-Hispanic white population, which had been 92% of the total in 1980, stood at 70.8% in 2000. The Hispanic population in 2000 was 12.2%; Asian 15.6%; and African American, 5.9%. The largest growth occurred in the Chinese, Filipino, Korean, Vietnamese, and Asian Indian populations.

School District data indicate that among English language learners a range of 24 different languages are spoken; 22% speak Spanish, 15.3% Russian, 14.9% Cantonese, 13.3% Korean, 8% Mandarin, 4.3% Farsi, 3.9% Vietnamese, 2.7% Punjabi, 2.1% Hindi, and 1.8% Tagalog, among others.

The median age in Castro Valley is 39.4 years, which is above state and national averages. Projections indicate that this age group will grow in Castro Valley, emphasizing the importance of services for a graying population. Children and young adults to the age of 19 comprise 26% of the population.

As one of the largest unincorporated suburban communities in Northern California, Castro Valley suffers from the lack of a strong, identifiable civic “center”.

Service and Physical Limitations of the Current Library. The overriding need is for a larger facility that can accommodate the changes in collections, seating, programming spaces, increased technology needs, and services to support k-12 students that the community is seeking from its public library. Principal service limitations include inadequate parking, meeting room facilities, seating, and space for collections and technology, as well as a cramped and congested staff work room area. Physical limitations include the lack of ability to meet current earthquake standards, poor heating and ventilation, dangerous entry and exit into the parking lot from a major thoroughfare, asbestos in floor and ceiling tiles, limited access for the disabled, obsolete and inadequate lighting, and inadequate roof drains.

Library Service Needs. People want the traditional services of the library such as books, videos, cds, and audiocassettes to check out; newspapers and magazines to read; research and information services for homework and personal enrichment. People voiced a strong preference for more and better parking, a larger book collection and more open hours. Many people expressed the need for adequate spaces for group study, more seating, and a beautiful, well-landscaped building that could serve as a community landmark. People want a Library that can be a venue for community art and events and that offers the best in technology advances. They believe the Library should be a center for programs and services that educate, inspire and inform.

Needs of K-12 Students. Limited resources especially in terms of staffing, available open hours, and well-rounded collection development, hamper school libraries. The Library's partnership with the schools is a key component in enhancing and improving the educational support system for children in Castro Valley. Identified needs include homework assistance and research support for school assignments, increased access to technology, especially after school, evenings and weekends, textbooks in the Library, group study space, summer reading partnerships, classes and workshops on information literacy, a career center, volunteer opportunities, and improved family literacy services.

Space Needs Assessment. This report recommends constructing a new 41,331 square foot library. At four times the size of the current building, the new facility will enable the Library to meet community needs for expanded collections, more technology, more meeting room space and specialized programming spaces for joint use activities with the Castro Valley Unified School District in a Homework Center, a Career Center, a Family Literacy Center, and a Computer Learning Center.

Part II Needs Assessment Methodology

A. Executive Summary of the Needs Assessment Methodology

In 1999, Castro Valley Library Manager, Carolyn Moskowitz, initiated an aggressive campaign to gather additional community input concerning the new Library.

To assure the involvement of both library users and non-users in this process, Ms. Moskowitz began an intensive series of presentations to a wide range of community organizations outside the Library setting. The goal of the campaign was to raise community awareness about Proposition 14 as a potential source of funding for the new Library and stimulate a renewed dialogue with the community about the kinds of services and programs that would meet the needs of the community.

A publicity campaign was launched with the local media with particular attention given to developing input from the Castro Valley Unified School District as the Library and School District began an energetic partnership. Newspapers articles, letters to the editor, announcements of meetings, and editorials frequently appeared in the 3 local newspapers: the *Castro Valley Forum*, the *Daily Review*, and the *Valley Times* during this period of intense community outreach.

After the passage of Proposition 14, the Library conducted a more formalized needs assessment with a written survey and focus groups involving the general public, community groups and organizations, local agencies and the School District.

Methods Used to Elicit Community Input

Four focus groups were held: one at the School District's Administrative Office, attended by School Principals, Administrators, and the District Superintendent and Assistant Superintendent; another consisting of teenagers; and two focus groups were held for the general public. All participants were asked open-ended questions in order to gather the broadest possible response and discover people's information needs.

The Castro Valley Library Manager began meeting monthly with the Castro Valley Unified School District Library Committee. This Committee consists of School Library Media Assistants and School Librarians in the District. These monthly meetings became an important forum to share information about Library services and hear directly from school personnel about the needs of k-12 students. As a result of these meetings, the Library and the District collaborated on starting a small Homework Assistance Center available to students after school in the Library.

The Library engaged the District in a variety of ways to build momentum and networking opportunities with school personnel in order to receive continuous feedback on potential collaborative services and programs. The District was an active partner in celebrating the official completion of the extension to Norbridge Avenue that faces the site of the new Library. This celebration allowed the

community, for the first time, to visit the site, look at architectural drawings, and discuss with Library staff and political leaders their thoughts and impressions. Three clubs from the Castro Valley High School provided entertainment, mailings went home to over 5,000 students and their families in the District to publicize the event, and Castro Valley High School students staffed booths, served food, and helped with set-up and clean-up.

Castro Valley High School students played an integral role in helping Library staff collate and analyze the written needs assessment surveys. The Interact Service Club took on the project and 20 of their members contributed the time and energy needed to collate the data from the 442 surveys completed.

Jim Fitzpatrick, Superintendent of Schools, Liz Basquez, Assistant Superintendent of Schools, and Cathy Maggi, Coordinator of Curriculum have been actively involved in developing more collaboration between the District and the Library. All attended a focus group meeting, and all have had extensive discussions with Castro Valley Library staff regarding the new Library and how the schools and Library can best work together. The results of these efforts culminated in a Joint Use Cooperative Agreement with the District to provide a Homework Center, a Career Center, a Family Literacy Center and a Computer Learning Center in the new facility.

Local residents, community organizations, and local agencies have been involved in determining the Library service needs, including the need for a new facility, since the formation The Castro Valley Library Advisory Committee in 1990 provided a public forum for community participation. This Committee has worked for over 13 years, offering advice and input into all aspects of the facility design. All meetings are open and advertised and many community members attended and participated in the Committee's discussions.

The Castro Valley Library Friends mailed out close to 500 copies of the written quantitative survey with their newsletter in January 2001. Friends members attended and participated in focus groups, provided information to the community regarding the planning process at booksales, and discussed issues related to the effort to bring a new Library to Castro Valley at bimonthly Friends meetings.

Alameda County Board of Supervisors member Nate Miley represents Castro Valley. He and his staff have been actively involved in the needs assessment process. He participated in the Norbridge Avenue Extension opening celebration, attended Castro Valley Library Advisory Committee meetings, and had staff attend focus group meetings. As a result, a variety of non-library users contacted Library staff and attended Castro Valley County Library Advisory Committee meetings with suggestions for additions and improvements to the proposed Library.

B. Planning Background

In 1989 a Castro Valley Master Plan called for a formation of a committee to study Library service needs. In 1990 the Castro Valley Library Advisory Committee was formed. Members immediately began looking for a possible site to build a new Library. After considering several sites, they recommended 2.95 acres on what is now Norbridge Avenue. The site is centrally located, promotes infill development, is close to BART, and would enhance the redevelopment of the area by transforming an under-developed area into a landmark public facility. The County purchased the site in 1993.

Concurrent with this, Branch Manager Anthony Dos Santos began working with the community to identify the programs and services to be offered in a new Library.

In 1996 a consultant prepared a Library Building Program. Frants Albert Associates was hired to develop architectural design drawings and completed preliminary drawings in 1998. After the passage of the Library Bond Act in 2000, Library staff determined that additional community analysis was necessary to ensure that the plans for the new Library reflected the current service and programming needs of the people in Castro Valley.

C. Assessment Methodology

In 1999, Castro Valley Library Manager, Carolyn Moskowitz, initiated an aggressive campaign to gather additional community input concerning the new Library.

To assure the involvement of both library users and non-users in this process, the Ms. Moskowitz began an intensive series of presentations to a wide range of community organizations outside the Library setting. The goal of the campaign was to raise community awareness about Proposition 14 as a potential source of funding for the new Library and stimulate a renewed dialogue with the community about the kinds of services and programs that would meet the needs of the community. Castro Valley Library Manager, Carolyn Moskowitz, met with 15 groups to discuss Library plans, and to ask for input into the process. These groups included:

- Castro Valley Municipal Advisory Council
- Eden Area League of Women Voters
- Board of Directors of the Castro Valley Chamber of Commerce
- Castro Valley Democratic Club
- Eden Area Breakfast Forum
- Parson's Estates Homeowners Association
- Hayward – Castro Valley Sunrise Rotary Club
- Castro Valley Rotary
- Castro Valley Lions
- Castro Valley Lions Breakfast
- Sons in Retirement Thursday group
- Sons in Retirement Wednesday group
- Baywood Court Retirement Home Discussion Group
- Masons
- Castro Valley Women of the Eagle

Information regarding how to best meet the needs of individuals with disabilities was solicited at the 3 meetings with retired people (Baywood Retirement and Sons in Retirement groups.)

A publicity campaign was launched with the local media with particular attention given to developing input from the Castro Valley Unified School District as the Library and School District began an energetic partnership. Newspapers articles, letters to the editor, announcements of meetings, and editorials frequently appeared in the 3 local newspapers: the *Castro Valley Forum*, the *Daily Review*, and the *Valley Times* during this period of intense community outreach.

After the passage of Proposition 13, the Library conducted a more formalized needs assessment with a written survey and focus groups involving the general public, community groups and organizations, local agencies and the School District.

D. Surveys and Focus Groups

Four focus groups were held: one at the School District's Administrative Office, attended by School Principals, Administrators, and the District Superintendent and Assistant Superintendent; another consisting of teenagers; and two focus groups were held for the general public. All participants were asked open-ended questions in order to gather the broadest possible response and discover people's information needs.

Questions for the focus groups included: What is special about libraries to you? What do you like about the current Castro Valley Library? What kind of educational opportunities and School/Library partnerships would you like us to work towards? What would make a new Library a place of pride in the community? What services, features, spaces would you like to see in a new Library? Responses were noted on flip charts and participants asked to vote on their highest service priorities.

In addition to the focus groups, staff devised a written questionnaire, which was posted on the web, distributed in the Library, and mailed to a 500-person mailing list maintained by the Friends of the Library. Four hundred and forty-two surveys were completed during the survey month of February 2001. The survey asked 7 questions, deliberately chosen to be quantifiable. Participants were also given generous space to write comments. All comments were incorporated in the final report. The questions included: How often so you use the Castro Valley Library? Into what age group do you fall? What services do you use at the Castro Valley Library? What changes or new features would you MOST like to see in the new Library? Do you have access to the Internet from a location other than the Library? If yes, have you used the Library's website from that location?

Participants were also asked to imagine the Library in five years and identify the most important roles for the Library, which included such possibilities as general information, lifelong learning, popular materials, and technology among others. Staff analyzed the data and grouped the answers to indicate high, medium, and low service priorities. Comments were recorded and analyzed and a final report

compiled. Over 200 copies of the final report were distributed in the Library, and copies were available in .pdf format for the public to download from the Library's website.

E. Community Analysis

A detailed analysis of the community followed and all community stakeholders were identified. A demographic study confirmed an increase in diversity, primarily due to a rise in the area's Asian-American population. Asians, including Chinese, Filipino, Korean, Vietnamese, and Asian Indians now constitute 15.6% of Castro Valley's population. The median age is increasing, and is above both state and national averages. Children and young adults aged 19 years and younger comprise 26% of the population. Since 1981 school enrollment has increased by 83%. Schools show an API score well above the state median.

F. School Collaboration

The Castro Valley Library Manager began meeting monthly with the Castro Valley Unified School District Library Committee. This Committee consists of all the School Library Media Assistants and School Librarians in the District. The monthly meetings became an important forum to share information about Library services and hear directly from school personnel about the needs of k-12 students. As a result of these meetings, the Library and the District collaborated on starting a small Homework Assistance Center available to students after school in the Library.

As planning for the new Library continued, members of this Committee have been called upon, on a regular basis, for input and advice. The School Library group has met at the Castro Valley Library and Castro Valley Library staff members have visited all school Library facilities. All members of this group completed written needs assessment surveys.

Castro Valley Unified School District Principals, Administrators, and the Superintendent of Schools participated in a two-hour focus group held in the Spring of 2001 at the School District Office. The result of that focus group along with a list of individual participants is included in this document. A special focus group of Castro Valley Unified School District high school students took place as well.

The School District was an active partner in celebrating the official completion of the extension to Norbridge Avenue that faces the site of the new Library. This celebration allowed the community, for the first time, to visit the site, look at architectural drawings, and discuss with Library staff and political leaders their thoughts and impressions. Three clubs from the Castro Valley High School provided entertainment, mailings went home to over 5,000 students and their families in the District to publicize the event, and Castro Valley High School students staffed booths, served food, and helped with set-up and clean-up.

Castro Valley High School students played an integral role in helping Library staff collate and analyze the written needs assessment surveys. The Interact Service

Club took on the project and 20 of their members contributed the time and energy needed to collate the data from the 442 surveys completed.

Castro Valley High School Librarian Terry Bucklin, who recently graduated from San Jose State University with a Masters in Library Science. Ms. Bucklin worked closely with Castro Valley Library staff to draw up and formalize the Public Library/School District joint use agreement.

Jim Fitzpatrick, Superintendent of Schools, Liz Basquez, Assistant Superintendent of Schools, and Cathy Maggi, Coordinator of Curriculum have been actively involved in developing more collaboration between the District and the Library. All attended a focus group meeting, and all have had extensive discussions with Castro Valley Library staff regarding the new Library and how the schools and Library can best work together. The results of these effort culminated in a Joint Use Cooperative Agreement with the District to provide a Homework Center, a Career Center, a Family Literacy Center and a Computer Learning Center in the new facility.

G. Community Groups, Organizations, Residents, and Agencies Involvement

Local residents, community organizations, and local agencies have been involved in determining the Library needs of the residents of Castro Valley, including the need for a new facility, since 1989. In that year a Castro Valley Master Plan called for the formation of a committee to study and advise the Alameda County Board of Supervisors on Library needs in Castro Valley. The Castro Valley Library Advisory Committee was convened in 1990. This citizens' committee has worked for over 13 years, offering advice and input into all aspects of the facility design. All meetings are open and advertised and many community members attended and participated in the Committee's discussions.

The Castro Valley Library Friends have also been closely involved in both contributing and soliciting input into determining the Library needs of the Castro Valley community. For the last 3 years every issue of their quarterly newsletter has contained an article related to the development of the new Library. In January 2001 the Friends mailed out close to 500 copies of the written quantitative survey with their newsletter. Friends members attended and participated in focus groups, provided information to the community regarding the planning process at booksales, and discussed issues related to the effort to bring a new Library to Castro Valley, at bimonthly Friends meetings.

Alameda County Board of Supervisors member Nate Miley represents Castro Valley. He and his staff have been actively involved in the needs assessment process. He participated in the Norbridge Avenue Extension opening, attended Castro Valley Library Advisory Committee meetings, and had staff attend focus group meetings. As a result, a variety of non-library users contacted Library staff and attended Castro Valley County Library Advisory Committee meetings with suggestions for additions and improvements to the proposed Library.

Quantitative Survey results and comments from the 442 respondents to the written survey as well as the results from 4 Focus groups with 47 participants follow. This includes a complete list of community and school district participants.

Quantitative Survey Results

Number of surveys returned: 442

74% - In house - 327
17% - Friends' Mailer – 75
9% - E-mail - 40

1. How often do you use the Castro Valley Library?

57% -Daily/Weekly - 250
21% -Monthly - 91
21% -Occasionally - 93

2. Into what age group do you fall?

7% -	0 – 12	=	33
8% -	13-18	=	35
4% -	19-25	=	18
23% -	26-44	=	100
33% -	45-64	=	145
24% -	65+	=	106

3. What services do you use at the Castro Valley Library?

	92% - Borrow books - 404
<i>High</i>	58% - Borrow videos - 256
	44% - Do research - 193
	40% - Read books, newspapers or magazines in the Library - 177
	30% - Borrow books on tape – 131
<i>Middle</i>	28% - Borrow compact discs - 122
	23% - Use the Internet - 100
	22% - Borrow magazines - 95
	14% - Study/work on school assignments - 63
	9% - Attend storytime/children's programs - 41
<i>Low</i>	9% - Use computer databases with full text articles - 41
	7% - Use word processing computer - 32
	6% - Use the meeting room - 28
	6% - Borrow or use materials in languages other than English - 26
	Other - 2

4. What changes or new features would you MOST like to see in the new Library?

	72% - Better Parking - 319
<i>High</i>	67% - More open hours - 296

63% - Larger book collection - 276
57% - Larger, more spacious facility - 250

Middle

41% - More quiet areas - 179
39% - Large AV collection - 170
37% - More-comfortable seating - 162
33% - Larger, better study areas - 145
33% - Outdoor seating or patio -145
32% - More computers and Internet access - 141
32% - Cafe - 139
30% - Improved interior/better lighting - 132
30% - Friends of the Library bookstore - 131
27% - Ability to expand the size of the new Library - 118
24% - Larger young adult area - 105
22% - Larger children's area - 96

Low

17% - More periodicals and newspapers - 73
16% - More storytelling and other programs - 70
16% - Larger meeting room - 69
15% - Better exhibit/display space - 66
12% - More literacy classes - 54

5. Do you have access to the Internet from a location other than the Library?

86% - Yes - 359 14% - No - 57

6. If yes, have you used the Library's website from that location?
(%ages derived from those who answered 'yes' to the preceding question.)

53% - Yes - 196 47% - No - 177

7. Please imagine what libraries might be like in five years. Which of the following roles for the Library do you think are:

Highest:	Very important	Somewhat important	Not important
General Information	(61%) 268	(19%) 82	(1%) 6
Lifelong Learning	(51%) 227	(22%) 98	(3%) 14
Popular Materials	(49%) 214	(25%) 112	(4%) 19
Information Technology	(49%) 217	(22%) 99	(4%) 16

Mid-Range

Preschoolers Door to Learning	(45%) 200	(28%) 123	(5%) 24
Internet Access	(45%) 200	(25%) 111	(5%) 24

Basic Literacy	(44%)	195	(29%)	128	(4%)	19
Community & Local Gov't Info	(43%)	190	(29%)	126	(4%)	18
<i>Lowest</i>						
Formal Learning Center	(40%)	175	(32%)	139	(7%)	33
Business & Career Info	(39%)	172	(34%)	152	(5%)	20
Community Gathering Place	(39%)	173	(30%)	139	(8%)	37
Local History & Genealogy	(34%)	150	(37%)	162	(7%)	34

Survey Comments

Question 1. How often do you use the Castro Valley Library?

One person who says that she/he comes twice monthly commented that she/he used to come more often before we cut hours, but now we are rarely open when she/he is available. She/he suggested Fridays as the most useful hours to add.

Question 2. Into what age group do you fall?

There were no additional written comments.

Question 3. What services do you use at the Castro Valley Library?

Several respondents commented that they use the Library as a place to do homework. Other services that were mentioned on several forms included; the Library's large print collection; Senior Day in the Library; bulletin boards; the book sale and tax forms.

A variety of services that were noted favorably by at least one person include: books; videos; newspapers; Sunday hours; job postings; car repair manuals; computer games; reserving materials online; music CD's; and telephone books.

The only somewhat negative comment received concerning this question is that one patron noted that she/he would take advantage of children's story times if they were offered in the evening or on weekends.

Question 4. What changes or new features would you MOST like to see in the new Library?

While we received a very wide range of comments in response to this question a few topics were mentioned more than once. Several people commented on the need for more open hours; the need for more large print books; the need for a larger materials collection; the need for a bigger community meeting room; the need for more staff; the need for a drive up book drop; the need for quiet areas; and the need for better bathrooms. Additionally, several people who checked "café" on their form commented that they especially liked this idea.

Other changes or improvements suggested on at least one form include: A Summer Reading program for teenagers; a separate Young Adult Area in the Library; more public use computers; more up-to-date reference material; more books on tape; better quality children's videos; more Asian language books and periodicals; more foreign language materials; more concern for pedestrian safety; weekend story times; a child free area; a friendlier staff; a

baby room complete with a changing table; and that no books be shelved less than three feet from the floor.

Question 5. Do you have access to the Internet from a location other than the Library?

There were no additional written comments.

Question 6. If yes, have you used the Library's Website from that location?

Several people commented that now that they are aware of the Website they would use it. Other comments ranged from "great!" to "It crashes every time I pull it up".

Question 7. Please imagine what libraries might be like in five years.

The comments on this question reflect a general agreement that the Library should provide a gracious center for the community. Respondents envision a building that can house a much larger collection of books and other Library materials. Several people mention the need for a community meeting room or rooms that can accommodate a variety of public meetings.

The other theme that appears in response to this question is "more". More books, more audio tapes, more computers, more staff, more story times, more cooperation with the schools, more adult programs, more literacy training, more interlibrary loan, more current books, more internet access, more summer programs, and more medical reference material.

Several patrons used the space for comments on question 7 to express their views on a new building and Library service in general. These comments were mostly very positive; ("you have wonderful people at the checkout counter. Always friendly and helpful."), but not always, ("forget all this crap and concentrate on keeping the doors open"). On a positive final note the person who wrote the above statement checked as "very important" all of the items listed as choices in question 7.

Community Focus Group - February 20, 2001, 4-5 p.m.

What is special about libraries to you?

- ◆ They bring the world to you; dreams, entertainment, research, education
- ◆ Indulge diversity, variety of tastes
- ◆ Exposing children to reading early in life
- ◆ Storytime
- ◆ It's free
- ◆ General ambiance
- ◆ Cultural center
- ◆ People who work in libraries are delightful
- ◆ Staff is helpful with research, special information
- ◆ Online searching from home

What do you like about the current Castro Valley Library?

- ◆ Close to home
- ◆ All of answers to question #1 apply
- ◆ Helpfulness of staff
- ◆ Continued improvements in technology
- ◆ Focus on preschool children
- ◆ Cooperation with church across the street re: parking

What kind of educational opportunities and School/Library partnerships would you like us to work towards?

- ◆ Young Adult outreach to high school/class visits
- ◆ Coordination of collections
- ◆ Special programs/career information facilitated by specialists
- ◆ Computer training/Internet docents
- ◆ Elementary level outreach/programs/class visits
- ◆ Job opportunities for Young Adults
- ◆ Partnership with Hayward Area Recreation District
- ◆ Partnership/coordination with Castro Valley Adult School

What would make a new Library a place of pride in the community?

- ◆ Meeting room that can be divided/has a stage/shows films/set up for video conferencing
- ◆ Well landscaped
- ◆ Beautiful building
- ◆ Community theater nearby or part of building
- ◆ University classes/distance learning
- ◆ Configure parking lot to be pedestrian/child friendly/very well lit
- ◆ No skateboards/scooters/designed to discourage (safety issue)

What services, features, and spaces would you like to see in a new Castro Valley Library?

NOTE: After a list was compiled, each member was asked to vote for the 5 most important services, features, and spaces.

HIGH

- ◆ 9 – More parking
- ◆ 7 – Cultural/community center
- ◆ 5 – Increased hours/Fridays/longer weekend hours

MID

- ◆ 4 – Children's area/more specified both artistically and architecturally
- ◆ 4 – Lighting/natural lighting
- ◆ 3 – Displays/artwork/new books
- ◆ 3 – Quiet spaces
- ◆ 3 – Possibility of future expansion of new Library
- ◆ 3 – Designated Young Adult area/rich cultural area with input from teens

LOW

- ◆ 2 – Café
- ◆ 1 – Noise control
- ◆ 1 – Improved genealogy collection

SUGGESTED BUT RECEIVED NO VOTES

- ◆ Place for socializing
- ◆ Drive-through book drop-off
- ◆ Improved checkout area
- ◆ More self-checkout machines
- ◆ Feeling of mutual trust & respect around security/theft issues
- ◆ More secure interior book return area (returns counter)
- ◆ Better designated areas for special collections (books on tape, books on CD, DVDs, etc.)

Teen Focus Group - February 21, 2001, 3:30-4:30 p.m.

What do you like about the current Castro Valley Library?

- ◆ Self-checkout machines
- ◆ Homework Assistance Center
- ◆ Kid's section/cozy atmosphere
- ◆ Like to see similar area for teen art on the wall
- ◆ Like collection of CDs and music we have
- ◆ Wide range of magazines esp. Premiere, Rolling Stone, etc.
- ◆ Saturday morning kids program
- ◆ Reading game
- ◆ Separate area for listening to music
- ◆ New book area
- ◆ Display/exhibits
- ◆ Book drop outside
- ◆ Requesting books online

What kind of educational opportunities and School/Library partnerships would you like us to work towards?

- ◆ Access to Library catalog at school
- ◆ Research center
- ◆ Free S.A.T. preparation classes
- ◆ Free driver's education classes
- ◆ Textbooks at Library
- ◆ Teachers at school or librarians going into school/video to teach Library skills
- ◆ Community/school involvement for move to new building
- ◆ Fundraising opportunities for teens
- ◆ Video conferencing/online distance learning for college credit

What would make a new Library a place of pride for the community?

- ◆ Community involvement in building it
- ◆ Murals/galleries featuring local art
- ◆ Encouragement of reading
- ◆ Beautiful building/landscaping
- ◆ (Similar to) Mountain View & San Ramon's new libraries; nice, well lit, desks
- ◆ Fountains
- ◆ Fireplace

What would make the new Library a place you would want to go to (rather than a place you have to go to)?

- ◆ Starbucks outlet/café
- ◆ Sofas/comfortable seating/like Barnes & Noble
- ◆ More up-to-date, popular books
- ◆ Don't have to wait for a bestseller
- ◆ Place to talk and do projects/group study
- ◆ Quiet places

What services, features, spaces would you like to see in a new Library?

NOTE: After a list was compiled, each member was asked to vote for the 5 most important services, features, and spaces.

HIGH

- ◆ 8 – Big, nice teen section/place to listen to music/books, music, magazines/study group tables/easy chairs/comfortable seating
- ◆ 6 – Group study rooms
- ◆ 6 – Café – “great idea”
- ◆ 5 – Improved children’s area/reading corner for kids
- ◆ 5 – S.A.T. preparation & Driver’s Education classes

MID

- ◆ 4 – Showcasing local art
- ◆ 3 – More computers/Internet/full access to software applications/scanner
- ◆ 3 – Patio/outside area for group talking
- ◆ 3 – Resource center for volunteer and career information
- ◆ 3 – Bookstore
- ◆ 3 – Better lighting/lots of glass/colorful, exciting/flowers & trees outside windows

LOW

- ◆ 1 – More updated computer books
- ◆ 1 – “Elevator” music

SUGGESTED BUT RECEIVED NO VOTES

- ◆ Murals/draw a mural/community involvement/handprints on wall
- ◆ Better printing options/monthly fee/scan Library card
- ◆ Graphical version of catalog/colorful, exciting
- ◆ Stage in meeting room

Community Focus Group - February 26, 2001, 7-8 p.m.

What is special about libraries to you?

- ◆ Books
- ◆ Reference materials
- ◆ Children's reading times (Storytime)
- ◆ Computers
- ◆ Pleasant environment
- ◆ Information/especially business
- ◆ Free
- ◆ Sense of community

What do you like about the current Castro Valley Library?

- ◆ Audio books
- ◆ Helpful staff
- ◆ Location/central to schools
- ◆ Videos
- ◆ Music CDs
- ◆ Length of loan period
- ◆ Children's Librarian
- ◆ Access to other books in Alameda County Libraries
- ◆ Website/using catalog/making reserves
- ◆ Reference section/Consumer Reports/motor manuals, Chilton's
- ◆ "Hustle and bustle" here
- ◆ Programs
- ◆ Summer Reading Program
- ◆ Lots of interest in kids
- ◆ (Open) 6 days a week; specifically Saturday and Sunday
- ◆ Display cases
- ◆ 10 a.m. opening times
- ◆ Variety of magazines

What kind of educational opportunities and School/Library partnerships would you like us to work towards?

- ◆ Coordinate homework with schools
- ◆ Career counseling for students
- ◆ Cross programming with schools
- ◆ Friday night events for teenagers/"Edutainment"
- ◆ Adult programs/bridge/dance/coordinate with Adult School
- ◆ Café on site
- ◆ Local author events
- ◆ Local artists' displays

What would make a new Library a place of pride for the community?

- ◆ Traditional design/well-planned
- ◆ Room for astronomy/partnership with Chabot Observatory
- ◆ Outstanding architecture/reflect a sense of place
- ◆ Place to display art

- ◆ Beautiful landscaping/places to walk
- ◆ Quiet outside
- ◆ Nicely landscaped parking lot
- ◆ Safe parking lot/pedestrian friendly
- ◆ Drought resistant planting
- ◆ Play structure for children outside
- ◆ Green building/use recycled material
- ◆ Community garden
- ◆ Local history area
- ◆ Expanded hours
- ◆ Solid furniture
- ◆ Quality community meeting room
- ◆ Storeroom for Friends of the Library
- ◆ Friends of the Library bookstore

What services, features, spaces would you like to see in a new Library?

NOTE: After a list was compiled, each member was asked to vote for the 5 most important services, features, and spaces.

HIGH

- ◆ 9 – More children’s reading time that appeals to different ages: toddler, school-age/“model it after Borders Books”/“captivating”/Saturday morning programs/consider Sunday
- ◆ 8 – Large meeting room
- ◆ 8 – Ability to expand to meet future needs
- ◆ 7 – Landscaping/proximity to food/café/Peet’s/picnic tables
- ◆ 6 – More parking
- ◆ 5 – More places for teens to study/improved Young Adult area/Librarian
- ◆ 5 – Later hours, Fridays

MID

- ◆ 4 – Connection with a performing arts (group/center)
- ◆ 3 – Comfortable chairs, furniture/real solid furniture/good lighting

LOW

- ◆ 2 – Partitioning/quiet places
- ◆ 2 – No cell phones
- ◆ 2 – Safe and secure atmosphere
- ◆ 1 – Film programs
- ◆ 1 – Programs at times working people can attend

SUGGESTED BUT RECEIVED NO VOTES

- ◆ Book discussion or book review group
- ◆ Tutoring
- ◆ Events/storytelling festival
- ◆ More school age programs

- ◆ Friendly, customer-oriented staff
- ◆ Music, outdoor concerts
- ◆ Better condition books
- ◆ Jacks for laptops
- ◆ More Internet stations
- ◆ Work with schools to arrange buses/coordinate with schools on assignments
- ◆ More subject support
- ◆ Young Adult Librarian
- ◆ Senior area

School District Focus Group – March 5, 2001, 3:30-4:30 p.m.

What is special about libraries to you?

- ◆ Lots of books
- ◆ Great resource
- ◆ Tax forms
- ◆ Safe quiet place
- ◆ Place to do homework
- ◆ Center of the community
- ◆ Democratic institution
- ◆ Place to grow
- ◆ Child centered
- ◆ Access to technology
- ◆ Assistance in finding materials
- ◆ Summer Reading Program

What do you like about the current Castro Valley Library?

- ◆ The Librarian, Carolyn/wonderful resource to district
- ◆ Support that classroom teachers get
- ◆ As a parent: help given (on a) research project
- ◆ Additional resources for classroom
- ◆ Not just books: movies, music
- ◆ Community feeling
- ◆ New books, fiction & non-fiction
- ◆ Paperbacks

What kind of educational opportunities and school/Library partnerships would you like us to work towards?

- ◆ I.M.C. (Instructional Materials Collection)
- ◆ Summer partnerships for struggling readers (Reading Game)
- ◆ S.A.T. preparation classes
- ◆ Book groups
- ◆ Driver's Education
- ◆ Materials/topics for school assignments
- ◆ Website link
- ◆ Friends book sale at school site
- ◆ Healthy Start
- ◆ Internships for students/community service opportunities
- ◆ Support for struggling readers
- ◆ Adult Literacy
- ◆ Training assistance for parents volunteering & staff working in school libraries
- ◆ Parenting classes

What would make a new Library a place of pride in the community?

- ◆ Well-designed architecture
- ◆ Appropriate art/displays
- ◆ Student involvement
- ◆ Local artists display areas
- ◆ Landscaping

What services, features, spaces would you like to see in a new Library?

NOTE: After a list was compiled, each member was asked to vote for the 5 most important services, features, and spaces.

HIGH

- ◆ 12 – More access to computer technology
- ◆ 10 – Meeting rooms
- ◆ 10 – Access to support people, librarians, et al.
- ◆ 9 – Age-specific areas with furniture, etc.
- ◆ 9 – Café like a “common area” at a college/again, age-specific
- ◆ 5 – Place for students to display/repository for students’ writings

MID

- ◆ 3 – Comfortable furniture to sit and read on
- ◆ 3 – Workshops
- ◆ 3 – Outdoor patio/garden area
- ◆ 3 – Bus line that stops at Library
- ◆ 3 – After school programs/partnerships (like) Healthy Start

LOW

- ◆ 1 – Highlight Castro Valley history, schools
- ◆ 1 – Parking

SUGGESTED BUT RECEIVED NO VOTES

- ◆ Interesting displays for children
- ◆ Visiting authors, presentations
- ◆ Access catalog from home via Internet
- ◆ Storytelling
- ◆ Bike racks/place to store skateboards/lockers
- ◆ Parents section
- ◆ Educator section/professional Library for teachers

Community Focus Group Participants

Betty Allan	Vera Dickie	Ralph Johnson	Susan Song
Lee Andresen	Clarence Dickie	Donna Jones	Matthew Sumpter
Orit Benaroya	Cy Donaldson	Jack Kilgour	Julia Sun
Patricia Burke	Joe Farias	Marilyn Knipe	Linda Willis
Carol Castagnozzi	Doris Ferreira	Joan Lewis	Andrew Wong
Wendy Chang	Andy Frank	John Manion	Deborah Yager
Kathy Cowan	Myrna Friedrich	Suzanne Quijano	Kevin Yang
Jody Culver	Lorraine Gill	Seung Song	Richard Yi
Joe DeVries			

Castro Valley Unified School District Focus Group Participants

Liz Blasquez	Assistant Superintendent for Curriculum Instruction
Maggi Cathey	Curriculum Coordinator
Mark Croghan	Principal, Marshall Elementary
MaryAnn DeGrazia	Principal, Creekside Middle
Pat Eppard	Principal, Castro Valley Elementary
Jim Fitzpatrick	Superintendent
Bruce Gidlunal	Technology Coordinator
Denise Hohn	Principal, Palomares Elementary
Jim Keating	Principal, Vannoy Elementary
Arline Lillak	Principal, Proctor Elementary
Marion Madrigal	Principal, Jensen Ranch Elementary
Jack McKay	Principal, Stanton Elementary
Nancy McMillan	Principal, Redwood High
Barbar Mensch	Principal, Canyon Middle
Bob Oates	Principal, Chabot Elementary
Leslee Rothwell	Principal, Castro Valley High

Part III Community Analysis

A. Executive Summary of the Community Analysis

This portion of the Needs Assessment includes a thorough analysis of the community of Castro Valley. In gathering information on the community, Library staff completed the following:

Review of all government agencies that will participate in planning and building a new Library with key personnel identified.

Library staff identified seven agencies within Alameda County that will play a role in making a new Library in Castro Valley a reality. These include the Library, the General Services Agency, the Redevelopment Agency, the County Administrators' Office, the Planning Department, the Public Works Department and the Board of Supervisors.

School agencies were surveyed and service needs of the school community evaluated.

A survey of school libraries reveals that schools in Castro Valley are doing a good job of serving students but are hampered by limited resources especially in terms of staffing, available open hours and well-rounded collection development. The Library's partnership with the schools is a key component in enhancing and improving educational resources for children in Castro Valley. The new Library must be designed to allow the Library to further expand this collaboration. The Focus Groups and the Community Needs Assessment Survey identified the critical service needs of K-12 students. These include, homework assistance, access to extensive research resources, technology, textbooks in the Library, group study space, summer reading partnerships, classes, a career center, volunteer opportunities, family literacy, and spaces uniquely designed to appeal to children and teens.

Community organizations were identified and their service needs reviewed.

A number of community organizations have approached the Library in the last two years and have either had their needs unmet or been somewhat dissatisfied with the available facilities. The overwhelming need is for adequate meeting room and display space. The current meeting room is the only free meeting room space in Castro Valley. The capacity of the meeting room is completely inadequate and incapable of being equipped to support audiovisual, telecommunications and computer-generated activities. Groups who have requested additional meeting room space include:

- ◆ Homeowners Associations
- ◆ Friends of the Castro Valley Library
- ◆ Mother's Clubs
- ◆ Investment Clubs
- ◆ Scouting Groups
- ◆ Book Discussion Groups
- ◆ Union Groups
- ◆ Alameda County Bar Association
- ◆ Incorporation And Anti-Incorporation Groups
- ◆ American Association of Retired Person's Tax Assistance
- ◆ Sons of Union Veterans of the Civil War
- ◆ Hayward Arts Council and Adobe Arts Center
- ◆ Hayward Area Historical Society
- ◆ Castro Valley Chamber of Commerce
- ◆ Castro Valley Senior Center

A detailed demographic study was conducted using 2000 Census returns and data from other government and regional agencies.

This study concludes that the population of Castro Valley has grown dramatically in the last 20 years. There has been a 54 % increase in population since 1960. Castro Valley has gone from a fairly homogeneous, blue-collar community to one that is ethnically diverse, well educated, and moderately affluent. Household size has remained stable indicating a solid base of families. The median age is increasing. The impact of these changes on Library services includes the need for additional materials, collection space, languages and services for a multicultural community and enhancing services to children and seniors.

In November 2002, voters turned down an initiative to incorporate Castro Valley as a city. One effect of remaining unincorporated is that Castro Valley lacks a community focal point. There is no city hall, government or public building representative of the community's identity. During the focus group sessions many users noted this lack of identity and expressed the hope that a new Library could help fill that vacuum. Now that voters have turned down incorporation, the need for a beautiful, well-landscaped public library that can function as the centerpiece of the community and nurture community identity is critical.

The other issue facing Castro Valley is the revitalization of its urban core. As one of the 5 sub-areas for the Eden Area Redevelopment Agency, Castro Valley is poised for redevelopment. The Library project is a unifying influence in the community and its proximity to Castro Valley Boulevard, Redwood Road and the central business district will help define the urban core in the development planning now occurring in Castro Valley. With unanimous approval from the Castro Valley Chamber of Commerce and the Castro Valley Municipal Advisory Council, a new Castro Valley Library is one of the top priorities for redevelopment funds in Castro Valley.

B. Government Agencies

Government agencies that have an influence on the planning of the facility are as follows:

The County Library:

The County Library is the operator of the proposed facility and has primary responsibility for its planning. County Librarian Linda M. Wood has overall administrative responsibility and Castro Valley Library Manager Carolyn Moskovitz has operational responsibility and responsibility for preparing the Building Program, Needs Assessment, and Library Plan of Service documents. Deputy County Librarian Jean Hofacket and Mairi McFall, Principal Librarian in charge of Technical Services also provide assistance and advice. During the design development phase, Head of Branches Peggy Watson, Reference Services Coordinator Joan Galvez, and Children's Services Coordinator Bonnie Janssen will be involved as well.

County General Services Agency (GSA):

GSA is responsible for many components of facility planning. GSA Director Aki Nakao is responsible for administrative control of architectural services, purchasing, the bid process, telecommunications systems, and construction. GSA Architect Merle Easton is assigned as project manager and is responsible for day-to-day management of the entire project including selection of the architect, review and approval of plans, compliance with State regulations, selection of the construction manager, and coordination with other GSA departments, such as Purchasing and Communications.

County Redevelopment Agency:

The County Redevelopment Agency will provide a portion of the local matching funds. Eileen Dalton is the Agency Director.

County Administrator's Office:

The County Administrator's Office will review and approve the budget for the project. County Administrator Susan Muranishi is responsible and Capital Projects Budget Analyst Charlotte Martinelli works directly with the Library.

County Planning Department:

The Planning Department, Chris Bazar, Director, will ensure compliance with the California Environmental Quality Act.

County Public Works Agency (PWA):

PWA will issue building permits and inspect for compliance. Don LaBelle, Director, has overall responsibility. Gary Moore will be responsible for reviewing drainage plans, and Margaret Elliott functions as the County Building Officer.

County Art Commission:

The Art Commission, Steven Huss, Director, will be responsible for working with the Library and GSA to implement the County's Art in Public Places policy for the building.

County Board of Supervisors:

The County Board of Supervisors is the governing body that will approve the project and submittal of the application, as well as award the construction contract. Gail Steele is the Board President and Nate Miley is the Supervisor who represents Castro Valley.

C. School Agencies and Student Profile

The 2000 Census shows that children and youth up to age 19 make up 26% of the population. School enrollment was 8,042 students for the 2000-01 school year representing an 84% increase since 1980. Castro Valley Unified School District has thirteen public schools: nine elementary schools, two middle schools, one public high school and a continuation high school. Castro Valley is also home to the well-regarded Redwood Christian School, a private school.

The schools are continuing to see an increase in ethnic diversity. In the 2000-01 school year, only 59.4% of students are identified as White while 18.5% are Asian and 12.7% are Hispanic. The Asian population is more than double the state average. Since 1995, the number of students learning English has more than doubled from 186 to 472 in 2001-02. Students who are learning English as a second language in Castro Valley schools represent a wide variety of ethnic groups and languages. These include Spanish (22%), Russian (15.3%), Cantonese (14.8%), Korean (13.3%), Farsi (4.3%), Tagalog (1.8%), and Hindi (2.1%) among many others.

Castro Valley schools show a higher Academic Performance Index (API) average than the state median. All except one of Castro Valley's elementary schools has an API score above 800. Both middle schools are over 800 while the high school average is at 734. The mission of the School District is to instill a passion for lifelong learning and help students discover and maximize their potential while guiding each to dignity, appreciate, respect, and accept human diversity.

The school libraries in Castro Valley are doing a good job of providing library service with limited resources. The main high school and middle school libraries are staffed with full time Librarians or Library Media Technicians, but the elementary school libraries are staffed with Instructional Aides except in one school, which is staffed by volunteers. The Instructional Aides do a good job, but are often hired without training or experience and are scheduled as few as two and a half hours and no more than nineteen hours per week depending on the school. This greatly constricts the ability of those school libraries to meet the needs of their young students.

The elementary school library collections are large and very good, but are limited to print and do not include audiovisual materials. The high school and the middle school library collections also do not include audiovisual materials. High school students have access to the Internet, online databases, and online reference tools in their library while middle school students are limited to Internet access.

The high school has an excellent school library with a dedicated and energetic librarian, Terry Bucklin. Terry has been instrumental in helping Library staff build partnership opportunities with the schools.

Private school libraries in Castro Valley tend to be smaller than their public school counterparts varying from small to non-existent and are largely staffed with non-professionals.

D. Needs of K-12 Students

The focus groups and survey as well as interactions with school personnel, Library Media Technicians and School Librarians helped Library staff identify 14 primary areas of need for students in grades K-12.

Homework Assistance:

When the Teen Focus Group was asked what services they liked at the Castro Valley Library, one of the first services mentioned was the Homework Assistance Center. However, lack of space is a real problem. The Homework Center originally operated out of the small Young Adult area but was moved to the meeting room because of overcrowding. The meeting room is not adequate either because there are no computers for students to use for research or report writing and it is not adjacent to the reference area, information desk and the general collection -- all areas that students frequently need. Other student needs mentioned included coordinating homework assignments with the schools and having textbooks available in the Library. The Library currently provides copies of some of the textbooks used in Castro Valley Schools and they are heavily used. Lack of space prevents the Library from adding a complete collection.

Research Capability:

Students need a materials collection that is large enough to absorb the demand for school assignment materials in all formats. They need access to easy, fast, and seamless interlibrary loan services. They need more computers available to them so they can access the Internet and online databases for research needs. They need adequate reference resources for homework and research projects as well as assistance from Reference staff in the use of all Library resources.

Access to Technology:

The School District Focus Group particularly emphasized the need for the Library to keep up with and make available appropriate new technology. Students want and need more computers not only for research needs but also for common applications for writing and printing reports, doing PowerPoint displays or using excel spreadsheets in support of their homework projects. The Library currently has 19 computers with network printing available for these activities. However, the computers are in use, with a waiting list, every day after school. Students also need instruction in computer applications and instruction on electronic research skills. A computer lab or laptop program would benefit them greatly but the Library has no space to institute either program.

Group Study Space:

It is increasingly common for teachers to assign group work, but access to school libraries after school is very limited. None of the elementary school libraries are open after school. The middle school libraries and Castro Valley High School Library are closed by 4 p.m. At the public Library the combination of a small building and an open plan make it almost impossible to provide quality group study space. There are no study rooms. Seating has been sacrificed to shelf space and is extremely scarce after school in the Library. Student study groups often wait for tables or resort to studying together on the floor.



Larger Materials Collection:

The size and content of the collection was discussed in every focus group and was a prominent concern on the questionnaire. As mentioned above, the collection needs to be large enough and of a depth to absorb the assignment needs of both elementary and secondary students. In addition, recreational reading was also important in the Teen Focus Group. Interestingly, when the teens were asked what would make the Library a place of pride for the community, their response was "encouragement of reading." The Teens were pleased with the Library's selection of new books, magazines, and music on CDs but wanted more up-to-date and popular books.

Volunteer Opportunities:

The Teen Focus group noted that it is increasingly common for schools to require students to become involved in their communities through volunteering. The Library now has a number of programs which meet students needs for relevant and interesting projects which, given a larger space, could be expanded and enhanced.

More Foreign Language Materials:

The Library's collection needs to reflect the increasing diversity in the community and among the school age population by purchasing materials in languages other than English and having materials and programming that celebrate the rich cultural heritage of all students.

Library Orientations and Class Visits to the Library:

More than ever, students need to be introduced to the Library, given tours, booktalks to encourage reading and assistance on learning research skills and information literacy. This is a basic service, which needs to be expanded but is impossible in the current facility. There is no available space to conduct class visits or teach library skills except on the floor of the library itself and no adequate meeting space for group presentations at all. Even using the children's area is inadequate not only because it conflicts with other space usage, but also because

there isn't space or access to the proper electrical requirements for the computers or LCD projectors to provide online demonstrations.

Increased Open Hours:

Noted by respondents to the Community Needs Assessment Survey and in several Focus Groups increased open hours will be an important consideration for the new Library.

Career Information:

The Library currently provides a small Career Center largely consisting of career descriptions, practice tests, and materials on resumes and cover letters. Two of the Focus Groups noted the Career Center as an area for improvement. It should be a larger area with more materials as well as Internet access with links to local sites such as the East Bay Jobs Network and should include computers with resume and cover letter software. Additionally, the Library should provide regular programs to assist job seekers and students who are investigating possible future careers.

S.A.T. preparation classes and Driver's Education classes were both suggested by the Teen and the School District Focus groups as aids to students applying to college or securing employment. The current facility has no adequate space for such programs.

Literacy:

The School District Focus Group was particularly concerned about Literacy programs as an area for expansion. Currently the Library participates in the Alameda County Library's "Write to Read" Literacy Project, but with increased space and materials this involvement could be made to include an on going Family Literacy Center with the materials and programs required to make a major impact on the community. Given the increase in diversity in the school district there is particular need for programs that help both students and their parents with learning English.

Atmosphere:

When Library staff talks to teens about a future new Library they are eager to express what they want and need in the quality of their space. They want a cozy, comfortable atmosphere similar to a Barnes & Noble. They want spaces where they can socialize, but they also want spaces where they can study quietly. They want to see teen art displayed. The highest service priority for the teen focus group was a big, nice teen section – a space of their own to listen to music, read books and magazines, and socialize. This is quality space that they do not have in the current facility. At the same time, many teens expressed how important the children's section was to them as they were growing up and commented on the need for children's programming, reading games and a large Children's Section.

E. Public and Private Schools in Castro Valley

There are thirteen public schools in Castro Valley, nine elementary schools, two middle schools and two high schools.

Public Elementary Schools:

Castro Valley Elementary School	
Grade Level	K – 5
Enrollment	362
Library Collection	5,500 volumes

Chabot Elementary School	
Grade Level	K – 5
Enrollment	446
Library Collection	6,000 volumes

Independent Elementary School	
Grade Level	K – 5
Enrollment	450
Library Collection	7,000 volumes

Jensen Ranch School	
Grade Level	K – 5
Enrollment	357
Library Collection	5,500 volumes

Marshall Elementary School	
Grade Level	K – 5
Enrollment	375
Library Collection	7,500 volumes

Palomares Elementary School	
Grade Level	K – 5
Enrollment	87
Library Collection	5,500 volumes

Proctor Elementary School	
Grade Level	K – 5
Enrollment	544
Library Collection	8,000 volumes

Stanton Elementary School	
Grade Level	K – 5
Enrollment	448
Library Collection	9,000 volumes

Vannoy Elementary School	
Grade Level	K – 5
Enrollment	402
Library Collection	10,000 volumes

Public Middle Schools:

Canyon Middle School	
Grade Level	6 – 8
Enrollment	1,166
Library collection	11,000 volumes

Creekside Middle School	
Grade Level	6 – 8
Enrollment	800
Library Collection	9,000 volumes

Public High Schools:

Castro Valley High School	
Grade Level	9 – 12
Enrollment	2,400
Library Collection	23,000 volumes

Redwood High School	
Grade Level	9 – 12
Enrollment	130
Library Collection	None

There are six private schools in Castro Valley; five elementary schools and one combined middle and high school.

Private Elementary Schools:

Camelot School	
Grade Level	K – 6
Enrollment	170
Library Collection	Less than 1,000 volumes

Crossroads Christian School	
Grade Level	K – 6
Enrollment	219
Library Collection	3,000 volumes

Our Lady of Grace School	
Grade Level	K – 8
Enrollment	300
Library Collection	1,200 volumes

Redwood Christian School	
Grade Level	K – 6
Enrollment	430
Library Collection	4,500 volumes

R-Kids Private School	
Grade Level	K – 6
Enrollment	40
Library Collection	None

Private combined Middle and High School:

R-Kids Private School	
Grade Level	7 – 12
Enrollment	20
Library Collection	None

F. Community Organizations

The Needs Assessment Survey and the Focus Groups indicate several ways in which the Library should be working to meet the needs of organizations in the community.

The obvious and overwhelming need is for an adequate meeting room. This was mentioned on many individual surveys and in several of the focus groups. The room needs to be big enough to accommodate large groups, divisible, so that more than one group can use the space at one time and equipped with a public address system, lighting controls and wired to support a variety of audiovisual, telecommunications and computer generated activities. The current meeting room, which is the only free meeting space in Castro Valley, does not meet any of these criteria. It is small, uncomfortable, and unattractive and, due to the fact it does not have a door to the outside, can only be used during Library open hours.

Other needs of community organizations highlighted by the Survey and the Focus groups include: 1) display space for artists, cultural groups and shared interest clubs; and 2) support materials for special interest groups, such as investment clubs or craft groups such as the Amador Valley Quilters.

The Library is frequently approached by cultural groups for space to offer freestanding exhibits of art, photographs, and memorabilia. Recently an Italian-American group asked the Library for space to display a photographic exhibit entitled "Con le Noster Mani" on Italian-Americans that work in the East Bay. The Library was only able to take a small portion of the exhibit because of the lack of space. The exhibit had to be timed to coincide with the end of tax season so that tax forms could be removed to make space for the display. These kinds of accommodations are common. Another example is that each year the Library is asked to display the "Growing Up Asian in America" exhibit, but again, it has to be carefully timed so as not to conflict with other activities and so there will be space for it out on the floor of the Library.

A number of community organizations have approached the Library in the last two years and have either had their needs unmet or been somewhat dissatisfied with the available facilities. They include:

Homeowners Associations:

The Palomares Hills, Parsons Estates, and View Homeowners have all asked to use the Library's meeting room, but have been dissatisfied either because the room is too small or because it cannot be used during closed hours.

Friends of the Castro Valley Library:

The Friends of the Castro Valley Library is the Library's community support group. It has over 400 members. The Friends need space to process donated materials as well as to display and market them. They would also like space to hold their annual meeting and to put on special programs such as the annual "Mystery Night" which they currently hold during closed hours in the Children's Area of the Library.

Mother's Clubs:

The Castro Valley Mother's Club wants more children's programs – story times, toddler times and programs for school-aged children. They would like to see programs offered at a variety of times including evenings and Saturday afternoons. Many work, and Saturday afternoons would be a good time for them to bring their children to the Library. The current meeting room is too small for most programs so when the Library holds a program likely to attract a large audience it is presented in the main Children's Area. Saturday afternoon is a very busy time in the Library and a program in the Children's Area would conflict with normal usage of the Children's section.

Investment Clubs:

The Library has several investment clubs that regularly use materials such as the Value Line Investment Survey and the Morningstar Mutual Fund Guide. Members currently meet in the Reference Area. They have expressed a wish for a better meeting place with more materials and access to online services. They are interested in a better collection and in online access to investment and personal finance information.

Scouting Groups:

Local Scout groups have been unable to use the Library's meeting room for anything other than small group meetings. Another need Scout Troops have identified is for display space. The Library has one small locked display case, which is more suited to individual rather than group displays.

Book Discussion Groups:

Book discussion groups would appreciate a larger more attractive and more comfortable space in which to meet. Another way for the Library to support book discussion groups is to make available multiple copies of the books the groups are reading. This is not currently possible due to shelving space.

Union Groups:

Recently a labor union from a Castro Valley hospital needed space away from the job site for members to meeting during a strike. The Castro Valley Library meeting room was too small to accommodate the group.

Alameda County Bar Association:

The Alameda County Bar Association sponsors an annual Toys for Tots Drive. They would like the Library to be a collection point for donated toys, but the Library's lobby is too small to accommodate the program.

Incorporation and Anti-Incorporation Groups:

The recent vote on incorporation was a very controversial and polarizing issue for Castro Valley residents. Citizens needed a place that could be a neutral forum for information and discussion of this important issue but the library does not have the space for community meetings.

American Association of Retired Person's Tax Assistance:

AARP currently sponsors a tax assistance program in the Library's meeting room one day a week from February through April 15th. While the Library's meeting room is adequate for the tax assistance sessions, it is neither large enough nor equipped to display the many tax forms required by the volunteers and their clients.

Sons of Union Veterans of the Civil War:

The Sons of Union Veterans of the Civil War group has used the Library's meeting room several times for meetings, but has also been turned away when they were unable to schedule their meeting during Library open hours. They are very interested in using Library display space for exhibits of Civil War memorabilia but the current display case is not adequate.

Hayward Arts Council and Adobe Arts Center:

The Hayward Arts Council and the Adobe Arts Center are two important local art groups. Members of these groups need wall display space for local community art exhibits. There is no space for this at all in the current facility.

Hayward Area Historical Society:

The Library and the Hayward Area Historical Society are currently in the early planning stages of developing a new local history center within the Library.

Castro Valley Chamber of Commerce:

The Library has a long relationship with the local Chamber of Commerce that has included co-sponsoring special events. The Chamber's director has expressed concern that the Library is currently unable to provide adequate meeting space for the community. They are also looking for support for small businesses in the library's collection.

Castro Valley Senior Center:

The Library will cooperate with the Castro Valley Senior Center to provide programs and services of interest to its older customers. Currently both the Library and the Senior Center sponsor free tax form preparation assistance for seniors and the Library presents monthly information and entertainment programs for seniors. The Library will explore the possibilities of expanding this partnership to include more joint sponsorship of programs and services for senior citizens.

G. Demographics - Population Characteristics

The 2000 Census reports the population of Castro Valley as 57,292. This is an increase of 54 % since 1960 when the current Library facility of 10,200 square feet was planned. Since 1980 there has been a 30.2 % growth in the population and an 83 % increase in school enrollment. Projections from the Association of Bay Area Governments indicate that the Bay Area as a whole will continue to grow over the

next 20 years by 16 %.¹ Alameda County is expected to grow by 14 % while next 20 years by 16 %.² Alameda County is expected to grow by 14 % while Castro Valley's growth over the next 20 years will be about 15.2 %. The Association of Bay Area Governments projects Castro Valley population will reach 66,000 by 2020. The Library built for a population of 37,120 in 1960 has become completely inadequate for the current and projected population.

Household characteristics in Castro Valley are 69.5 % families, 54 % married couples with children, and 11 % female householder with no spouse.³ Average household size is 2.58; this is slightly higher than either the 1980 or 1990 Census but still below the 1970 level of 3.08⁴. It is comparable to both state and national household size. California household size is 2.87⁵ and the United States household size is 2.59⁶.

Population Growth by Decade:

<u>1960</u>	<u>1970</u>	<u>1980</u>	<u>1990</u>	<u>2000</u>
37,120	44,760	44,011	48,619	57,292

Source: United States Census.

Population Projections:⁷

<u>2005</u>	<u>2010</u>	<u>2015</u>	<u>2020</u>
63,000	63,800	64,800	66,000

Race

Both Census and School District enrollment figures indicate that Castro Valley has become more ethnically diverse. In 1980 the white population was 92 %;⁸ by 1990 it had dropped to 79.2⁹ % and in 2000 the white population fell to 70.8¹⁰ %.

¹ Association of Bay Area Governments. ABAG Projections 2000. Summary of Findings: City, County and Census Tract Forecasts 1990-2020. <<http://www.abag.ca.gov/overview/pub/p2000/summary.html>> (Accessed: 23 October, 2001)

² Association of Bay Area Governments. ABAG Projections 2000. Summary of Findings: City, County and Census Tract Forecasts 1990-2020. <<http://www.abag.ca.gov/overview/pub/p2000/summary.html>> (Accessed: 23 October, 2001)

³ U.S. Bureau of the Census. Table DP-1. Profile of General Demographic Characteristics: 2000. Castro Valley, CDP, California. <<http://censtats.census.gov/pub/Profiles.shtml>>(Accessed: May, 2002).

⁴ Castro Valley Plan adopted by the Alameda Board of Supervisors, April 4, 1985, p.4.

⁵ U.S. Bureau of the Census. Profile of General Demographic Characteristics: 2000. Census 2000 Summary File 1 (SF 1) 100 % Data. Geographic Area: California. <<http://factfinder.census.gov>> (Accessed on 19 February, 2002).

⁶ Ibid. Geographic Area: United States.

⁷ Association of Bay Area Governments. Projections 2000: Forecasts for the San Francisco Bay Area to the Year 2020: Population, Labor Force, Households, Income, Jobs. ABAG, c1999, p. 70.

Race ¹¹	Number		% of Total Pop.	
	1990	2000	1990	2000
Non Hispanic White	38,516	40,587	79.2	70.8
Hispanic Origin (of any race)	4,463	6,984	9.2	12.2
Asian	4,169	*8,946	8.6	15.6
Black or African American	1,386	*3,397	2.8	5.9
American Indian/Alaska	253	*992	.5	1.7
Native Hawaiian/Pac Islander	**	254	n/a	.4
Some other race	1,033	3,480	2.1	6.1

*Note: This number is for "Race alone *or in combination with* one or more other races." Table DP-1 also has the numbers for people who identified with only one race. The 1990 Census did not give people the option to choose a combination of races.

**In 1990 Pacific Islanders were grouped with Asians.

Overall, Castro Valley reflects the percentages for California and the United States, except for the Asian population that is significantly higher than state or national levels.

Race - 2000 Census	Castro Valley ¹²	California ¹³	United States ¹⁴
Non Hispanic White	70.8 %	69.1 %	75.1 %
Hispanic Origin	12.2 %	32.4 %	12.5 %
Asian	15.6 %	12.3 %	4.2 %
Black or African American	5.9 %	7.4 %	12.9 %
American Indian/Alaska Native	1.7 %	1.9 %	1.5 %
Native Hawaiian/Pacific Islander	.4 %	.7 %	.3 %
Some other race	6.1 %	19.4 %	6.6 %

Comparing the change in the Asian population from 1990 to 2000, the greatest growth occurred in the Chinese, Filipino, Korean, Vietnamese and Asian Indian populations.

⁸ Castro Valley Plan adopted by the County of Alameda Board of Supervisors, April 4, 1985, p.5.

⁹ U.S. Census Bureau; Hispanic Origin by Race - Universe: Persons: 1990, Castro Valley CDP (Table P010) <<http://factfinder.census.gov/>>(Accessed: 23 October, 2001).

¹⁰ U.S. Census Bureau; Profile of General Demographic Characteristics: 2000, Castro Valley CDP, California, (Table DP-1) <<http://factfinder.census.gov/>>(Accessed: 19 February, 2002).

¹¹ Ibid.

¹² Ibid.

¹³ U.S. Census Bureau; Profile of General Demographic Characteristics: 2000. Census 2000 Summary File 1 (SF1) 100 % Data. Geographic Area: California. (Table DP-1) <<http://factfinder.census.gov/>> (Accessed 19 February 2002).

¹⁴ Ibid. Geographic Area: United States. (Table DP-1)(Accessed 19 February 2002).

Asian (one race)	Number	
	1990	2000
Asian Indian	304	752
Chinese	1,886	3,833
Filipino	692	1,212
Japanese	467	504
Korean	441	854
Vietnamese	56	219
Other Asian	112	383

Statistics compiled by the California Department of Education also suggest increased diversity. School enrollment figures for 2000-01 indicate that Castro Valley's Asian population at 18.5 % is comparable to Alameda County but well above the state average of 8 %. By comparison, Castro Valley's percentages of other ethnic groups tend to fall below county and state averages. For example, Hispanic or Latino students make up 12.4 % of the student population in Castro Valley but are 23.8 % in Alameda County and 43.2 % in the state.

School District data give another view of the variety of ethnic groups in Castro Valley. Students who are learning English as a second language in Castro Valley schools represent twenty-four different languages. These include Spanish (22%), Russian (15.3%), Cantonese (14.8%), Korean (13.3%), Farsi (4.3%), Tagalog (1.8%), and Hindi (2.1%) among many others.¹⁵ This dramatic increase in diversity requires a Library that can support additional materials, collection space, languages and services for a multicultural community.

Age

The median age in Castro Valley is 39.4 years compared to a median age within the County of 34.5 years¹⁶. Median age has been increasing steadily in Castro Valley. In 1970 it was 30.7 years; in 1980, 35.5 years and in 1990 the median age was 36.8 years.¹⁷ Castro Valley's current median age is above both state and national levels. California's median age is 33.3 years while the national median age is 35.3 years.¹⁸ Projections from the Association of Bay Area Governments predict that the trend towards a graying population will continue.¹⁹ This data indicates the Library needs

¹⁵ Ibid. Educational Demographics Unit. "Number of English Learners in California Public Schools, by Language and Grade Ranked by Total, 2000-01. Castro Valley Unified School District." <<http://data1.cde.ca.gov/>> (Accessed: 3 March, 2002).

¹⁶ U.S. Bureau of the Census; Profile of General Demographic Characteristics: 2000, Alameda County, California. <<http://factfinder.census.gov/>> (Accessed: 25 October 2001).

¹⁷ Castro Valley Plan adopted by the County of Alameda Board of Supervisors, April 4, 1985, p.5.

¹⁸ U.S. Bureau of the Census. Profile of General Demographic Characteristics: 2000. Census 2000 Summary File 1 (SF1) 100 % Data. Geographic area: California and the United States. Table DP-1 (Accessed: 19 February, 2002)

¹⁹ Association of Bay Area Governments. ABAG Projections 2000. Summary of Findings: City, County and Census Tract Forecasts 1990-2020. <<http://www.abag.ca.gov/overview/pub/p2000/summary.html>> (Accessed: 23 October, 2001)

to emphasize appropriate resources and services for the growing needs of a graying population.

The overall percentage of seniors and children has not changed significantly from the 1990 census. The greatest growth occurred in the 10-to-19 year old age group. In 1990 this group accounted for 11 %²⁰ of the total and in 2000 they account for 13.8 %. Other changes in the numbers were minor which indicates that the proportion of children in the community has remained fairly constant.

In comparing Castro Valley 2000 census figures for age to state and national levels, Castro Valley's population is older.

Age 2000	Castro Valley ²¹		California ²²		United States ²³	
	Number	%	Number	%	Number	%
Under 5 yrs	3,266	5.7	2,486,981	7.3	19,175,798	6.8
5 to 9 yrs	3,722	6.5	2,725,880	8.0	20,549,505	7.3
10 to 14 yrs	4,011	7.0	2,570,822	7.6	20,528,072	7.3
Total	10,999	19.2	7,783,683	22.9	60,253,375	21.4
15 to 19 yrs	3,870	6.8	2,450,888	7.2	20,219,890	7.2
20 to 24 yrs	2,616	4.6	2,381,288	7.0	18,964,001	6.7
25-54 yrs	26,394	46.0	15,046,038	44.4	122,718,203	43.6
55-64 yrs	5,018	8.7	2,613,093	7.7	24,274,684	8.6
65 yrs +	8,395	14.7	3,595,658	10.7	34,991,753	12.4
Total	46,293	80.8	26,086,965	77.1	221,168,531	78.6

Education

The Castro Valley Unified School District has nine public elementary schools, two middle schools, one public high school, and one continuation high school. There are also five private elementary schools and one private combined middle and high school. The 2000 Census showed that 89²⁴ % of Castro Valley residents have a high school education or higher as compared to 76.8 % in the entire State.²⁵ Nationally 81.8²⁶ % have a high school education or higher. In Castro Valley, another 30.6 %

²⁰ U.S. Bureau of the Census. Social Characteristics 1990 Summary Tape File 3 - Sample Data. Table DP-2. <<http://factfinder.census.gov>> (Accessed: 20 February, 2002).

²¹ U.S. Bureau of the Census. Profile of General Demographic Characteristics: 2000, Castro Valley CDP, California. Table DP-1 <<http://censtats.census.gov/pub/Profiles.shtml>>(Accessed: May, 2002).

²² Ibid. California.

²³ Ibid. Census 2000 Supplementary Survey Profile: United States. Table 2: Profile of Selected Social Characteristics. <<http://www.census.gov/c2ss/www/Products/Profiles/2000/index.htm>> (Accessed: May 2002).

²⁴ Ibid. Profile of Selected Social Characteristics: 2000. Table DP-2. Castro Valley, California. <<http://censtats.census.gov/pub/Profiles.shtml>>(Accessed: May, 2002).

²⁵ Ibid. California.

²⁶ Ibid. Census 2000 Supplementary Survey Profile: United States. Table 2: Profile of Selected Social Characteristics. <<http://www.census.gov/c2ss/www/Products/Profiles/2000/index.htm>>

have a Bachelor's degree or higher while the level in California is 26.6 % and nationally is 25.3 %²⁷.

Total enrollment in Castro Valley schools has increased 83 % between 1981 and 2001.

Castro Valley Unified School District - Total Enrollment 1981-2001²⁸

School Year	Total Enrollment
1981	4,518
1982	4,370
1983	4,332
1984	4,485
1985	4,736
1986	5,036
1987	5,273
1988	5,544
1989	5,837
1990	6,120
1991	6,432
1992	6,594
1993	6,771
1994	6,889
1995	6,986
1996	7,263
1997	7,664
1998	7,826
1999	7,849
2000	7,991

The School District was able to supply projected enrollment figures only to 2004.

Projected Enrollment for 2001-2004²⁹

2001	8,086
2002	8,129
2003	8,202
2004	8,170

(Accessed: May 2002).

²⁷ Ibid.

²⁸ California Department of Education, Historical Aggregate Data Files (CBEDS)
<<http://www.cde.ca.gov/demographics/files/enrdst.htm>> (Accessed: 28 February 2002).

²⁹ Medium Forecasts from the Castro Valley Unified School District, Assistant Superintendent of Business Services, supplied to the Castro Valley Library on 22 February 2002.

Castro Valley Unified School District Enrollment 2000-01³⁰

Elementary schools K-5	3,485
Middle schools 6-8	1,967
High schools 9-12	2,539
Total Enrollment	7,991

2000-01 School Enrollment by Ethnicity³¹

White (not Hispanic)	4,901	61.3%
Asian	1,372	17.2%
Hispanic or Latino	989	12.4%
African American	303	3.8%
Filipino	223	2.8%
Am Indian or Alaska Nat.	99	1.1%
Pacific Islander	89	1.1%

Since 1995, the number of students learning English has more than doubled, going from 186 to 437 in 2001.³² As noted earlier, students learning English represent twenty-four different languages.

Representative English Learners 2000-01³³

Spanish	22.0 %
Russian	15.3%
Cantonese	14.9%
Korean	13.3%
Mandarin	8.0%
Farsi	4.3%
Vietnamese	3.9%
Punjabi	2.7%
Hindi	2.1%
Filipino	1.8%

Other languages of ESOL students include Japanese, Croatian, Portuguese, Urdu, Khmer (Cambodian), Hebrew and Polish.

Castro Valley schools show a higher Academic Performance Index (API) average than the State median. The Statewide median API for elementary schools in 2001 is

³⁰ California Department of Education, Dataquest, Enrollment in California Public Schools by District by Grade, 2000-01, Castro Valley Unified School District. <<http://data1.cde.ca.gov/dataquest/>> (Accessed: 30, October 2001.)

³¹ Ibid. "Enrollment in California Public Schools by District and by Ethnic Group, 2000-01." (Accessed 30 October 2001).

³² Ibid. "Number of English Learners in California Public Schools, Castro Valley Unified School District. Graph prepared 03/03/02. " <<http://data1.cde.ca.gov/dataquest/>> (Accessed: 3 March, 2002)

³³ Ibid. Educational Demographics Unit. "Number of English Learners in California Public Schools, by Language and Grade Ranked by Total, 2000-01. Castro Valley Unified School District." <<http://data1.cde.ca.gov/>> (Accessed: 3 March, 2002).

690³⁴; all except one of Castro Valley's elementary schools are above 800.³⁵ The Statewide median for middle schools is 636; Castro Valley middle schools are both over 800.³⁶ The Statewide median high school score is 636;³⁷ Castro Valley's high school is at 734.³⁸ The state expects all schools to meet a goal of 800.³⁹ Approximately 18 % of schools statewide are at or above the 800 mark.⁴⁰

Castro Valley Average API - 2001			California Average API⁴¹ - 2001
Elementary	-	848	690
Middle	-	811	636
High School	-	734	636

The Educational Testing Service on behalf of the National Center for Education Statistics, U.S. Department of Education compiled the most recent National Adult Literacy Survey in 1992. In 1993 the National Institute for Literacy commissioned a report on *The State of Literacy in America* to estimate the number of adults with low literacy skills by combining data from the 1992 NALS survey with the 1990 census. The estimate for Castro Valley's literacy rate is significantly lower than state or national estimates.

Percentage of adults ages 16+ at Level 1 Literacy⁴²

Castro Valley	California	United States
14%	24%	21-23%

³⁴ California Department of Education. News Release. "2001 Base Academic Performance Reported for California Public Schools." January 16, 2002. <<http://www.cde.ca.gov/news/releases2002/rel03.asp>> (Accessed 19 February, 2002).

³⁵ California Department of Education. Policy and Evaluation Division. "2001 Academic Performance Index (API) Base. Castro Valley Unified School District, January 16, 2002." <<http://data1.cde.ca.gov/dataquest/>> (Accessed 19 February, 2002).

³⁶ Ibid.

³⁷ California Department of Education. News Release. "2001 Base Academic Performance Reported for California Public Schools." January 16, 2002. <<http://www.cde.ca.gov/news/releases2002/rel03.asp>> (Accessed 19 February 2002).

³⁸ California Department of Education. Policy and Evaluation Division. "2001 Academic Performance Index (API) Base. Castro Valley Unified School District, January 16, 2002." <<http://data1.cde.ca.gov/dataquest/>> (Accessed 19 February, 2002).

³⁹ California Department of Education. News Release. "2001 Base Academic Performance Reported for California Public Schools." January 16, 2002. <<http://www.cde.ca.gov/news/releases2002/rel03.asp>> (Accessed 19 February, 2002).

⁴⁰ Ibid.

⁴¹ California Department of Education. News Release. "2001 Base Academic Performance Reported for California Public Schools." January 16, 2002. <<http://www.cde.ca.gov/news/releases2002/rel03.asp>> (Accessed 19 February, 2002).

⁴² The State of Literacy in America. Synthetic Estimates of Adult Literacy Proficiency at the local, state and national levels. By Stephen Reder. <<http://www.nifl.gov/reder/reder.htm>> (Accessed: March, 2001).

Social and Economic Characteristics

The 2000 Census reveals that median household income in Castro Valley is well above both state and national levels. Poverty and unemployment are lower than state or national averages although the unemployment rate has jumped from a low of 2.4 % in March 2001 to 4.0 % by September 2001.

	Castro Valley	California	United States
	2000 ⁴³	2000 ⁴⁴	2000 ⁴⁵
Median household income	64,874	47,493	41, 578
Median family income	73,060	53,025	49,831
Per capita	30,454	22,711	21,766

Poverty Status in 1999: Individuals⁴⁶

Castro Valley	California	United States ⁴⁷
4.5%	14.2%	12.7%

Occupations in Castro Valley are primarily in the professional, sales, and office sectors.

Occupations ⁴⁸	Castro Valley		California		United States ⁴⁹	
	Number	%	Number	%	Number	%
Management, Professional	11,786	40.5	5,295,069	36.0	43,638,202	33.4
Service Occupations	3,296	11.3	2,173,874	14.8	19,838,730	15.2
Sales and office occupations	8,531	29.3	3,939,383	26.8	34,900,717	26.7
Farming, fishing, & forestry	57	0.2	196,695	1.3	999,326	0.8
Construction, extraction, & maintenance	2,649	9.1	1,239,160	8.4	12,488,741	9.6
Production, transportation & material moving	2,765	9.5	1,874,747	12.7	19,308,634	14.8

⁴³ U.S. Census Bureau. Profile of Selected Economic Characteristics: 2000. Castro Valley CDP, California <<http://censtats.census.gov/cgi-bin/pct/pctProfile.pl>> (Accessed on: May, 2002).

⁴⁴ Ibid. California. (Accessed: May, 2002).

⁴⁵ Ibid. Census 2000 Supplementary Survey Profile: United States. Table 3: Profile of Selected Economic Characteristics. <<http://www.census.gov/c2ss/www/Products/Profiles/2000/index.htm>> (Accessed: May 2002).

⁴⁶ U.S. Census Bureau. Census 2000. Table DP-3: Profile of Selected Economic Characteristics. Castro Valley and California. <<http://censtats.census.gov/pub/Profiles.shtml>>(Accessed: May, 2002).

⁴⁷ Ibid. Census 2000 Supplementary Survey Profile, United States. Table 3: Profile of Selected Economic Characteristics. <<http://www.census.gov/c2ss/www/Products/Profiles/2000/index.htm>> (Accessed: May, 2002)

⁴⁸ U.S. Bureau of the Census. Census 2000. Table DP-3: Profile of Selected Economic Characteristics. Castro Valley and California. <<http://censtats.census.gov/pub/Profiles.shtml>>(Accessed: May, 2002).

⁴⁹ Ibid. Census 2000 Supplementary Survey Profile, United States. Table 3: Profile of Selected Economic Characteristics. <<http://www.census.gov/c2ss/www/Products/Profiles/2000/index.htm>> (Accessed: May, 2002)

Unemployment is minimal compared to California and U.S. figures.

	Labor Force December 2001	Unemployment Rate December 2001
Castro Valley	29,840 ⁵⁰	4.2% ⁵¹
California	16,435,000 ⁵²	6.0% ⁵³
United States	142.314 million ⁵⁴	5.8% ⁵⁵

The price of housing in Castro Valley has increased 72 % in the past five years while income during this same period increased about 13 %. Even though this increase is greater than the Bay Area in general, Castro Valley still remains more affordable than many other cities in the Bay Area. 69.7 % of Castro Valley housing units are owner occupied⁵⁶.

Median Sales price, single-family homes⁵⁷

	1997	1998	1999	2000	2001
Castro Valley	226,604	288,458	277,167	380,292	389,750
California	175,638	190,721	205,157	230,541	245,564
United States ⁵⁸	86,300	89,700	83,800	93,800	97,100

⁵⁰ State of California. Employment Development Department, Labor Market Information Division, "Labor Force Data for Sub-County Areas, 2000 Benchmark," January 9, 2002. <<http://www.calmis.ca.gov>> (Accessed: 20 February, 2002).

⁵¹ Ibid.

⁵² Ibid. News Release "California's Unemployment Rate Drops to 6.0 %," January 11, 2002. <<http://www.edd.ca.gov/newsrel01.htm>> (Accessed: 20 February, 2002.)

⁵³ Ibid.

⁵⁴ United States. Department of Labor. Bureau of Labor Statistics, "Employment Situation Summary," January 2002. <<http://www.bls.gov/news.release/empstat.nr0.htm>> (Accessed: 20 February, 2002.)

⁵⁵ Ibid. "Employment Situation Summary" <<http://www.bls.gov/news.release/empstat.nr0.htm>> (Accessed: 20 February, 2002.)

⁵⁶ United States Census Bureau; Profile of General Demographic Characteristics: 2000 (Table DP-1); <<http://factfinder.census.gov/>> (Accessed: 7 November, 2001).

⁵⁷ Rand California. Housing Prices and Transaction Statistics. Castro Valley and California. <<http://ca.rand.org>> (Accessed: May, 2002).

⁵⁸ U.S. Census Bureau. Housing Vacancies and Homeownership Historical Tables. Table 11B. Median Asking Sales Price for the U.S. and Regions: 1988 to Present. <<http://www.census.gov/hhes/www/housing/hvs/historic/hist11.html>> (Accessed: May, 2002).

Part IV

Analysis and Discussion of Community Characteristics

Castro Valley differs from many other communities in the San Francisco Bay Area because it is unincorporated. It is reportedly the largest unincorporated area in Northern California⁵⁹. Now a suburban community 13 miles from Oakland and 27 miles from San Francisco, Castro Valley has strong rural roots that included most famously, chicken ranches. From 1950 to 1970 Castro Valley experienced rapid suburban growth; almost 75 % of its housing stock was built in this period.⁶⁰ Despite this growth into a Bay Area bedroom community, residents still retain affection for their rural past and are concerned about development trends in the community.

Castro Valley operates under the jurisdiction of the Alameda County Board of Supervisors. The Castro Valley Municipal Advisory Council advises the Board on local planning issues. The County Supervisor serving the 4th District, of which Castro Valley is a part, appoints members of the Council. This advisory group is an important feedback mechanism for citizens to have a voice in the planning decisions in the community.

Over the last 40 years one of the most controversial issues in Castro Valley has been whether or not to incorporate as a city. During the 1950's and again in the 1980's studies were conducted on the feasibility of cityhood. A 1988 report from the Local Agency Formation Commission concluded that Castro Valley did not have the revenue base to maintain services as a city⁶¹. However, the issue was revisited in 2001 and in November 2002, Measure Q was on the ballot for citizens to vote on whether or not to incorporate as a city. The initiative lost by a margin of 3 to 1.

One effect of remaining unincorporated is that Castro Valley lacks a community focal point. There is no city hall, government or public building representative of the community's identity. During the focus group sessions many users noted this lack of identity and expressed the need and the hope that a new Library could help fill that vacuum. Survey respondents voiced numerous requests for a cafe, an aesthetically pleasing building, beautiful landscaping, fountains, gardens, an outdoor patio, and a fireplace. These preferences articulate a strong need for a public building that will not only serve as a community-gathering place but as an expression of community pride. The Library Plan of Service must pay careful attention to the Library's role as a community-gathering place. It's important to note that after the controversial and polarizing election on incorporation both opponents and proponents of incorporation came into the library to be expressed their support of a new library and their recognition that the library plays a crucial role in filling the almost palpable need for a civic building that will unify the

⁵⁹ The Daily Review. The Almanac 2001: A User's Guide to Where We Live, ANG Newspapers, c2001, p.11.

⁶⁰ Urban Land Institute. Castro Valley, California: An Evaluation of Development Potential and Strategies. c1988, p.8.

⁶¹ Feasibility Study of the Incorporation of Castro Valley, March 1988. Prepared by Staff of the Local Agency Formation Commission, p.iv.

community and be a source of identity and pride. Now that voters have turned down incorporation the Library will be the only large government building constructed in Castro Valley for at least the next 20 years.

Residents enjoy their rather quirky history. Bruno Buti, a local author, has written a rousing fictionalized account of his father's misadventures in the bootlegging trade that flourished in the canyon areas of Castro Valley during Prohibition.⁶² Many older Library users delight in recalling that the first Castro Valley Library was housed in a chicken coop. A current resident now working on a history project for the local historical society happily recalls that the original Lassie was raised in a kennel in Castro Valley. This history has given the residents a common bond, a unique sense of character defined by hard work, resourcefulness, and wry humor. The Library Plan of Service should reflect this character by including a local history area and exhibit space that showcases the colorful history of the community.

Beginning in the mid to late 1980s and continuing through the '90s, a new wave of development began that resulted in a second major boost to Castro Valley's housing base. The ensuing population growth brought increased diversity to the community. The demographic survey the Library conducted shows that in the 1990 Census, 79.2 % of the population was identified as white; by 2000 that percentage dropped to 70.8 %. The most significant increase has occurred in the Asian population, which is now at 15.6 %. School District statistics indicate significant language diversity between the various groups of students learning English. These include Korean, Farsi, Tagalog, Russian, Hindi, and Arabic, among many others.

These residents have some different needs from long time residents, including ESOL (English for Speakers of Other Languages) and materials in other languages. Library usage and anecdotal data from service staff indicate such things as audiovisual materials, technology, and materials that promote educational goals are of key importance to this group, whereas long time residents tend more towards recreational reading, information research, and browsing magazines and periodicals. The Library Plan of Service must address the needs of each of these constituencies by improving collections, information access, and technology and by providing learning opportunities through a homework center and other programming. It is critical for the Library to increase access to ESOL materials and to materials in other languages as well as provide adequate space both for individual quiet study and small group programs such as literacy classes.

The demographic study shows that household size has remained fairly stable, indicating that Castro Valley is still predominantly a family community. Children and young adults to the age of 19 comprise 26 % of the population. Usage of children's materials is very high, accounting for 50 % of the Library's circulation in 2001. The Library Plan of Service must address the needs of children for better collections, increased electronic access, more programming and quality homework assistance.

⁶² These stories are published in two different books by Mr. Buti; Jackass Brandy, 1996 and Rumbling Wine Barrels, 1994 both published by Buti Publications.

Castro Valley has an excellent public school system with nine elementary schools, two middle schools, one public high school and a continuation high school. Castro Valley is also home to the well-regarded Redwood Christian School, a private school. In addition, Castro Valley is located within commute distance to several colleges; the closest of which are California State University Hayward and Chabot College. However, many students are also commuting to Las Positas College in Livermore, Diablo Valley College in Pleasant Hill, and other community colleges in the Oakland area such as Merritt College and Laney College. The Library Plan of Service needs to take into account that education is a prime value in Castro Valley. The school system needs curriculum support, homework assistance, appropriate technology and research tools to support the educational goals of the community. Flexibility is critical. Students need spaces to accommodate both small group studying and larger classes. They need state of the art technology that can facilitate distance learning as well as all their needs for electronic research information. Students also need access to a wide range of materials; interlibrary loan services must be easy and seamless to use.

Castro Valley has a lively recreational, educational and arts community. There are extensively developed parks, a golf course, a school system that citizens are justly proud of, and a local theater and art gallery. The Adult School and Senior Center complete the full range of leisure and educational opportunities available. Residents expect the Library to engage in a wide variety of cultural and educational events. These include author events, children's programs, educational forums on world affairs, and workshops. The Library Plan of Service must take into account that the Library is not just a static repository of books but a venue for intellectual and cultural programs in the community.

Castro Valley has a significant senior population. The median age has been steadily increasing in the last 40 years. Median age in Castro Valley is higher than county, state or national averages. The Library will need to be proactive in building collections and services for the growing population of older adults. Seniors need vibrant, current collections that support their active lifestyle and meet their changing needs for information on retirement, personal finance, health, and travel. They especially like to use the Library for browsing newspapers and periodicals and are heavy users of investment materials such as ValueLine and Morningstar. Issues of access are important; shelving cannot be too low or too high. Technology needs to be planned with a variety of options available from the standard keyboard to ADA components such as track ball mice or special software for enlarged type. It is optimal to have a Library site that is flat.

Economically, Castro Valley is an affluent community. Household income is well above both state and national levels and expected to continue growing. At the same time housing prices have risen significantly faster than income, making affordable housing a growing concern for the community. However, Castro Valley is not immune to fluctuations in the economy. The unemployment rate for 2002, of 5.5% compared to the 2.4% average for 2000, shows that unemployment has continued to increase. The Library's Plan of Service needs to include a dynamic reference

service that can provide, among other things, assistance to people who need career and job information.

Castro Valley is ideally situated for commuters. Interstate 580 bisects the town from west to east and a BART station is centrally located. Improvements of I-580 and the addition of the BART station have greatly improved access to jobs in other cities of the Bay Area. More upgrades are scheduled with funds generated by Measure B approved by voters in 2000. This initiative will pump an additional \$9.2 million dollars in transportation improvements into Castro Valley. However, improvements for city streets have not kept up with growth and traffic is an ongoing concern. People need access to information like radar speed surveys and traffic calming programs that will empower them to have an effect on quality of life issues such as traffic.

Although the growth spurt of the late 1980s and 1990s has added beautiful new homes to Castro Valley, the quality of many older residential neighborhoods and commercial areas is deteriorating. Castro Valley is an older suburb with a patchwork of multi-family residences mixed in with single-family homes. Many were minimally constructed in the first place, have not been properly maintained, and are interspersed with commercial areas. In 2000 the Alameda County Board of Supervisors directed the Redevelopment Agency to explore the possibility of creating a new redevelopment project in the Eden area of unincorporated Alameda County. This project became known as the Eden Area Redevelopment Project. Castro Valley is in one of 5 “sub-areas” encompassed by the Eden Area Redevelopment Project. The goals of redevelopment are to eliminate blight, and revitalize neighborhoods and retail centers.

The proposed site of the new library is adjacent to the BART station, and on the connector route between the BART station and the closest eastbound I-580 on-ramp. Its proximity to Castro Valley Boulevard, Redwood Road and the central business district will help define the urban core in the development planning now occurring in Castro Valley. With unanimous approval from the Castro Valley Chamber of Commerce and the Castro Valley Municipal Advisory Council, a new Castro Valley Library is one of the top priorities for redevelopment funds in Castro Valley.

Part V Analysis of Library Service Needs

A. Executive Summary of Analysis of Library Service Needs

The community analysis and needs assessment study reveal a clear and consistent picture of the library service needs of the community. The overriding need is for a larger facility that can accommodate the changes in collections, seating, programming spaces, technology, and school support that the community is seeking from its public library. These service needs are summarized as follows:

A larger, more diverse materials collection:

By 2020 the population in Castro Valley is projected to be 66,000 – a 78 % increase since 1960 when the current facility was planned. Population growth, user demand, and community input during the survey and focus group study period, demonstrates an urgent need for more materials in all formats. The collection needs to be expanded by at least 50 % from its current 105,745 volumes to come into closer alignment with per capita library standards for collections. In addition, there are areas of the collection that have not kept up with the changing needs of the community. Castro Valley has changed from a fairly homogeneous community to one that is rich with cultural and ethnic diversity. The collection needs to reflect that diversity while also improving the international language collection, ESOL and literacy materials. In addition, user demand for a variety of media formats is very high. Non-print media is nearly 25 % of total circulation but only 7.8 % of the collection.

Increased seating and group study areas:

The Library's current seating capacity is significantly less than it should be. Respondents to the Needs Assessment Survey frequently spoke of wanting more comfortable seating and larger, better study areas. People want quiet areas for study but they also want areas where it is acceptable to socialize or work on group projects.

Improved access to the Library:

Parking is the single most common complaint. Second to parking, 67 % of survey respondents asked for more hours. The Library also needs to give greater attention to services and building functionality that would improve compliance with ADA standards.

A Multipurpose Education Center:

The current facility has no space for school visits, homework assistance, classes or workshops yet the need in the community is evident. Education is important to Castro Valley as evidenced in the high API scores of the schools as well as the fact that 89 % of residents have at least a high school education or higher. The Library needs a dedicated, flexible use space that can accommodate a variety of programs developed to build on the Library's partnership with the schools

More information technology:

The Library currently has 15 public computers offering Internet access as well as access to the Library's catalog and databases. Three more are set aside for general PC applications. These computers are in constant demand. The Library needs to increase the number of computers by at least 50 % as well as develop a technological infrastructure that can support the learning modalities and lifestyle of the 21st century – Internet access, distance learning, and flexible and mobile connectivity.

Larger meeting room equipped with state of the art technology for telecommunications and video projection:

The current meeting room is grossly inadequate for the current and projected population. It can only seat 45 people and is not wired or cabled for Internet access. Many community groups are frustrated by the lack of adequate, free meeting room space.

The Library needs to heighten its role as a community focal point and gathering place:

The community analysis noted the lack of a public building in Castro Valley that is an expression of community pride and identity. The amenities that people spoke of such as art display space, a local history section, large meeting room, a bookstore, a cafe, comfortable and ample seating, beautiful landscaping and a spacious and attractive building are indicative of a desire for a building that can serve as a community center and gathering place.

More programming:

Participants in the Focus Groups consistently noted the importance of storytime and children's programs. People asked for more programs for all ages and of all types, especially during evening and weekend hours. The Library's ability to meet those programming needs is currently severely limited due to lack of appropriate space and adequate parking.

Improved reference service:

The Needs Assessment Survey reports that 61 % of respondents see "general information" as the most important role for the Library in the next 5 years. 44 % of respondents come to the Library to "do research." The Library needs an increased focus on reference services to continue to develop collections and also provide instruction to users in an environment requiring knowledge of materials in many formats.

Improve and expand services to K-12 students:

26 % of the population is age 19 or younger. The Library needs to increase staffing, facilities, and collections in all formats, as well as technology resources to meet the needs of students for homework assistance, recreational reading, and programs that can inspire a lifelong engagement with reading and the public library. The student population is much more diverse and needs a library with a collection that reflects the diversity and cultural heritage of all people in the community.

Expanded programs and collections for seniors:

The median age in Castro Valley is higher than county, state or national figures. The library needs to be proactive in building collections and services for the growing population of older adults. Seniors need vibrant, current collections that meet their changing needs for information on retirement, personal finance, health, travel and hobbies. They are anxious for programs that enrich, educate and inform.

B. Analysis of Library Service Needs

The needs assessment study and community analysis reveals a clear and consistent picture of the library service needs of the community. The overriding need is for a larger facility that can accommodate the changes in collections, seating, programming spaces, technology, and school support that the community is seeking from its public library. Many of these needs clustered around common themes.

The Library needs a larger materials collection.

The current facility was built for a population of 37,000 people. By 2020 the population in Castro Valley is projected to be 66,000 – a 78 % increase. Population growth has taxed the Library's resources in every area of service. During the needs assessment study, people spoke frequently about the need for more materials in all formats – books, CDs, videos, magazines and newspapers. 63 % of the respondents to the survey asked for more books. The collection needs to be increased by at least 50 % in order to bring it into better alignment with current library standards. However, the building at 10,239 square feet has reached full capacity and cannot hold a larger collection.

The Library needs to address collection inadequacies based on demographic information and the availability and popularity of new formats.

Demographic data indicates that the population has changed from being relatively homogeneous to multicultural, with significant growth in the Chinese, Filipino, Korean, Hispanic, and African American communities (among others). The Library's collection needs to reflect this diversity while also improving its collection of international language materials and ESOL (English for Speakers of Other Languages). Currently international language materials are 1.3 % of the collection when they should be closer to 5 %. ESOL materials are even more inadequate.

In addition, the non-print media collection is grossly undersized. The Library is experiencing increasing demand for a variety of different media formats that include video, DVDs, books on tape, books on CD, music on CD, and CD-ROM software. The Needs Assessment Survey revealed that 39 % of respondents wanted a larger audiovisual collection. Circulation statistics shows that audiovisual materials average about 25 % of total circulation yet the collection is only about 7.8 % of the total. The Focus Groups reiterated the need for more audiovisual materials and better designated areas for the collection.

The Library needs increased seating and group study spaces.

The current seating capacity of the Library is 90 seats. At 1.58 seats per 1,000 residents it is significantly less than it should be. The Wisconsin Standards suggest that a Library should provide 5 reader seats for every 1,000 people in the service area. The Needs Assessment Survey found 37 % of respondents noted "more comfortable seating" as a feature they would most like to see in a new Library. In addition, 33 % wanted larger, better study areas. The current building has no quiet study areas and young people often sit on the floor in groups to study. The building is already so overcrowded that adding additional seating is not possible, nor is it really possible to create a separate quiet area.

The Library needs improved access.

Parking is a major issue. This was the single most common complaint expressed in the Needs Assessment Survey and at Focus Groups. 72 % of Survey respondents want improved parking. The current parking lot has 33 spaces, and only one space designated as handicapped. Drivers double-park or line up to jockey for a space, park in the church parking lot across a busy boulevard, or just leave.

In addition the Library needs expanded hours. 67 % of respondents to the Survey asked for more open hours.

The Library needs to improve access for people with disabilities and bring the facility in compliance with ADA standards. The building is so overcrowded that wheelchair access is difficult. There are many areas in the current building where the aisles are too narrow for a wheelchair to maneuver. The Library also needs more space to provide appropriate equipment for sight and hearing impaired people.

The Library needs a Multipurpose Education Center.

The current facility has no space for class visits, homework assistance, information literacy workshops or other programs that teach library skills. All these activities have to take place on the main floor of the library where there is little or no access to the proper electrical hookups for computers or LCD projectors. Both the Teen Focus Group and the School District Group identified the Library as a center for education. The Needs Assessment Survey ranked lifelong learning second only to general information as the most important role of a Library in the next 5 years. The community analysis and demographic survey also confirm the importance of education in Castro Valley. The schools API scores are excellent. The number of residents with a high school education and higher is over 89 %. The community expects the Library to take a leadership role in advancing educational opportunities both for young people and for adults.

The Library currently has a partnership with the School District to operate a Homework Assistance Center. Focus Group participants noted many additional ways to develop and expand this partnership. These included classes, distance learning opportunities, a computer learning center, a family learning center, and a career center. The current building has no facility to accommodate all these needs. The meeting room only seats 45 people and is not network ready or equipped with

video projection. The hexagonal shape of the meeting room makes it awkward to set up for any kind of meeting let alone more formal presentations or classes.

The Library needs a dedicated, flexible use space that can accommodate a variety of programs developed to build on the Library's partnership with the schools. This space could be used for homework assistance, computer classes, literacy classes and library skills workshops. The inadequacy of the meeting room means that when the Library attempts any of these services they have to be done on the open floor, usually in the children's area. This makes it awkward and difficult to use the children's collection while the program is in progress and is less than ideal. This also makes it difficult, if not impossible to incorporate technology in any presentation. Having a dedicated space would mean that the Library could expand the services it is now offering in support of the community's educational goals.

The Library needs to greatly expand its information technology offerings.

The Library currently has 15 public WebPacs. Three more are set aside for general PC applications, while the rest offer Internet access and access to the Library's website, catalog, and subscription databases. They are in constant demand. The added furniture and placement of the computers means that computer users are concentrated in one or two very small spaces in the library leading to noise, overcrowding and congestion -- especially in the afternoon after school. These issues create a very difficult environment for both the public and the staff.

During the needs assessment study, 71 % of those who submitted a user survey ranked the role of Information Technology either as very, or somewhat important for the Library in the next five years. Participants in the focus groups spoke repeatedly about the need for more computers and more Internet access. The Library needs to increase the number of computers by at least 50 % as well as develop a technological infrastructure that can support the learning modalities and lifestyle of the 21st century – Internet access, distance learning, and flexible and mobile connectivity.

The Library also must address the needs of those in the community who do not have ready access to a computer. For many, the Library may be the only source for access to Internet, computer training, and word processing applications. The Library needs to increase its outreach to these individuals by providing more training in how to use computers and how to identify, locate and evaluate information.

The Library needs a large meeting room adequately equipped with state of the art technology for telecommunications and video projection.

The current meeting room can seat 45 people and is not wired or cabled for Internet access. The room is used for multiple purposes that include children's programs, Senior Day events, literacy tutoring, and public meeting space for local clubs and organizations. In addition the meeting room also serves as a place where the Friends of the Library sort donations for the book sale and where tax forms are stored during the tax season.

The room is grossly inadequate for all these purposes. Members of the audience often have to sit on the floor or are simply turned away from attending programs. During the Focus Groups, the need for a meeting room was a recurring theme. The community analysis identified a number of clubs and organizations that need meeting space and have to be turned away. See Section 3D (p.32) of the Community Analysis for a list of 15 organizations that have asked for more meeting room space.

Participants in the Focus Groups also talked frequently about wanting programming space for children's events, author programs, and educational forums.

In addition, the Library needs a meeting room wired and cabled to support a variety of audiovisual, telecommunications and computer generated activities, including cable TV reception, distance learning events, video programming and interactive demonstrations of online or Internet resources.

The Library needs adequate spaces to accommodate both quiet and social areas.

In both the Survey and the Focus Groups people expressed the need for quiet areas in the Library for study and reading. 41 % of Survey respondents indicated a desire for more quiet areas. The current building is so overcrowded that there is no way to enforce any particular area as a quiet area; the normal flow of foot traffic generates more noise than acceptable for quiet studying.

At the same time, a strong interest in social areas emerged. Participants in the teen Focus Group wanted a place to talk and do projects together. Almost all the Focus Groups were excited about the idea of the Library having a cafe.

The Library needs to heighten its role as a community focal point.

The community analysis calls attention to an important issue for residents. Castro Valley residents feel the lack of a public building that is representative of the community. Participants in the Focus Groups reiterated they want a public building that can reinforce a sense of pride in the community. The Library's ability to function in this role is dependent on having adequate space and flexibility to accommodate a variety of activities. Focusing on this role impacts both the services and the physical condition of the building. One of the Focus Groups ranked the role of the Library as a cultural community center second only to more parking in importance. The Library as a cultural center can only work if there is adequate programming space. The Library as a community-gathering place can only work if there are adequate spaces for people to congregate and socialize. The Library as a source of pride to the community can only happen in an aesthetically pleasing, visible, centrally located facility with attention paid to exterior design and landscaping appropriate to the Library as the intellectual heart of the community. None of these factors exist with the current building, which has outgrown its site and is filled to capacity with materials, furnishings, and computer equipment. In addition to site and building improvements, the Library needs to increase its capacity to operate as a venue for community art, and exhibits. Many, many people in the focus groups talked about the importance of having display space for

community art. The Library also needs to enhance its local history collection. Once again, the constraints of the current space make it nearly impossible to address these issues.

The Library needs to offer more programming.

In addition to the reasons stated above, Focus Group participants talked frequently about the need for more programming, particularly children's programs. Saturday morning programs, storytelling and events to promote reading were specifically mentioned in both the Surveys and the Focus Groups. The demographic study shows that Castro Valley is primarily a family community with a stable base of children. Library statistics show children's materials constitute 50 % of Library circulation. Summer programs have capacity crowds. Users are constantly asking for more toddler storytimes, family storytimes, and children's events. The Library needs more space and staffing to respond to demand.

The community analysis also notes a real demand for young adult and adult programming. Teens are interested in performing arts and asked for a stage in the meeting room. Adults are interested in author programs and educational forums. Seniors are looking for all kinds of programs that enrich and inform.

The Library needs to augment reference services.

The Needs Assessment Survey reports that 61 % of respondents see "general information" as the most important role for the Library in the next 5 years. 44 % of respondents come to the Library to "do research." Reference services needs to be flexibly designed so that librarians can communicate with users at their point of need and provide quality information using a broad range of resources in multiple formats.

Currently, research assistance is provided by staffing both the reference and children's services desks with professional staff who have access to a range of print, electronic subscription databases and free Web resources. In addition, the Castro Valley Library reference department is participating in the Bay Area's "QandACafe" chat reference service, which provides service every afternoon from 2-9 p.m. The Library also provides research assistance through the web site by organizing Internet content into pathfinders and providing access to electronic subscription databases. Reference services staff will increasingly need easy access to electronic sources and networked and wireless devices so questions can routinely be answered via email and chat, as well as in person and by telephone.

Although it is essential that the Library provide high quality online reference services and resources, it is also true that many persons, including students, regularly visit the Library in search of information on subjects and specific resources that are more readily available and accessible in print. The current collection of print reference materials is not sufficient to meet the needs of researchers and is already seriously overcrowded. Many of these materials are heavily used and are not readily accessible in electronic format. Areas of the reference collection needing ongoing development include subject encyclopedias, handbooks, repair manuals, maps, local history, literary criticism, local government

documents, and biographical, medical, and legal materials. These resources should be on shelves that include counter tops to enable easy consulting of the contents of heavy volumes.

The Library also needs to maintain a strong collection of business and career resources, including a good collection of local area company directories. The demographic survey notes unemployment in September 2002 is up to 5.5 % compared to a 2.4% average for 2000. Castro Valley is not immune to fluctuations in the economy. In addition, 39 % of Survey respondents chose business and career information as one of the most important roles of the Library in the next 5 years.

The Library needs an increased focus on reference staffing and services to continue to develop collections and provide instruction to users in an environment requiring knowledge of materials in many formats. Reference services also needs space and tools for teaching classes in Library research and computer skills.

Increased emphasis needs to be placed on web site development and electronic pathfinders to enable users to find and use available resources. Reference services needs to expand into new territory using technology to experiment with distance learning, online book clubs, and other online programs. Every reference staff member should have a computer on his or her desk to allow service to be provided electronically from every workstation and to facilitate projects such as development of electronic collections and work on the content of the Library web site.

The Library needs to improve services to K-12 students.

26 % of the population is age 19 and younger. When people were asked during the focus groups about what services they use the first answer expressed often had to do with children's services. In particular, the teen focus group said immediately that the Library should have a "kids section that is cozy" and many remembered their experiences attending preschool storytime. 45 % of Survey respondents identified "preschoolers door to learning" as one of the most important roles of the Library in the next 5 years.

The Library needs to improve all of the following services to Children and Young Adults:

- ◆ Larger collection in all formats
- ◆ More access to computers
- ◆ More programming
- ◆ Adequate staffing
- ◆ Resource center for career information
- ◆ Homework assistance
- ◆ More study space and seating
- ◆ Display and exhibit space
- ◆ School textbooks in the Library
- ◆ Reading games and other programs to encourage making reading lifelong habit

- ◆ Comfortable, warm environment in which to socialize, listen to music, study or meet for group projects
- ◆ Training in library skills
- ◆ Class visits and school orientations to the Library and its resources
- ◆ Information and programs on diverse cultures and books in community languages

Many of these services are things the Library is already doing but we need to be doing more. The Library's ability to do more is contingent upon more space for collections, more seating, more meeting room space to have programs, and a dedicated space for homework assistance.

The Library needs to expand services to seniors.



The demographic study shows that the median age has been steadily increasing the last 40 years. Median age in Castro Valley is higher than county, state or national averages. The Library needs to be proactive in building collections and services for the growing population of older adults. Seniors need vibrant, current collections that support active lifestyles and meet their changing needs for information on retirement,

personal finance, health, travel, and hobbies. They are interested in programs that enrich, educate and inform. They like to spend time in the library and are looking for comfortable, casual seating.

In addition, the frail elderly, the homebound, and the disabled all need library services that meet them at their place of need. Home delivery of books and other materials, visiting shut-ins and retirement facilities, new and innovative alliances with other community organizations involved in serving the aging population, are all important components in serving the broadest possible spectrum of older adults.

Part VI Service Limitations of Existing Facility

A. Executive Summary of Service Limitations of Existing Facility

The Castro Valley Library opened in 1962 to serve a population about half the size of the current population with a collection of books and periodicals about half the size of the current collection. Also added since then are all the new formats; videos, CD's, books on CD, CD ROMs, audio cassettes and DVDs and the computers, monitors, printers and the tables and chairs that go with them.

The parking lot is the first thing that patrons see when they come to the Library. Castro Valley Library's parking lot has thirty-three spaces, one of which is designated for handicap parking. The lot is much too small and is difficult to enter and exit. Improved parking was among the highest rated items by patrons completing the Needs Assessment Survey or taking part in the Focus Groups.

The Library's entryway is cluttered with giveaway racks and the materials for the on-going Friends of the Library book sale. Restrooms are old fashioned and minimally appointed.

The Library's meeting room is a converted Picture Book room. With a maximum capacity of 30, it is too small for large group meetings which have to be held in the Library's Children's Area and is also used for storage of tax forms and by the Friends of the Library for processing book sale materials. The room has no sound system or sufficient wiring for computer use or multimedia presentations.

The Circulation Desk separates the Children's Area from the Adult and Young Adult Sections of the Library. Due to current staffing levels the Children's Services Desk is often not staffed, which means the Children's Area is often unsupervised. As with the rest of the Library the materials collection is bursting at the seams while computers and other new formats create a cluttered and claustrophobic atmosphere. There is no performance space, no storage space, no display space, and inadequate study and seating space.

The Circulation Desk is the busiest service desk in the Library. Materials are checked out and returned here. New Library cards are made and fines and fees are collected here. Lines of patrons can stretch into the entryway effectively blocking other patrons from moving easily between the Children's and Adult sections of the Library. Patrons discussing problems are afforded no privacy. Materials awaiting shelving overflow onto carts that in turn overflow out into the public or into the already crowded meeting room.

The staff work area doubles as storage for the back periodical file. A small office designed for the branch manager now houses two workstations. Other staff are crowded into small workstations outside that office. There is no place for meetings, no place for storage, no place for art project production, and no place for managers to handle sensitive personnel problems or meet with the public.

The Reference Area is the same size it was when the Library opened, but everything else about Reference has changed. Where there was once a card catalog there are now four Internet access stations and two Library catalog computers. Two public use PC's, a microfilm reader printer, a map case, and forty years of new Reference materials have been added. Two ranges of freestanding shelving have been added at the cost of two study tables.

To accommodate a Young Adult Services section in the 1970's the Periodicals section was cut in half. Now, almost thirty years later neither is adequate. The Periodicals section is crowded and unattractive with magazines and newspapers practically piled on top of one another and reader seating far reduced. In the Young Adult section, non-fiction has been removed and two computers, textbooks, and a Homework Center added.



The Library's designers did not envision all of the new formats such as CDs, audiocassettes, DVDs, videos, books on CD, and CD ROMs. All of them take up space intended for other uses or intended to be open space making for a crowded, unattractive and inefficient space.

The book collection of the Castro Valley Library is twice what it was when the Library opened. Shelves have been made taller and closer together. Aisle space has been squeezed and reader seating and study space sacrificed. The Library is at capacity. To add a book one should be removed.

Internet stations, catalog stations, PC's, microfilm readers, copiers, and a print magnifier have been added. All of this equipment is continually in use. We need more and have no place to put it or the furniture that goes with it. Wire management is awkward and inadequate.

Reader seating and study spaces have regularly been sacrificed to make room for computers and new materials formats. Seating is now at a premium in the Homework Center and throughout the Library, and it is not unusual to find patrons reading or studying in the aisles on the floor.

School Libraries

Neighboring school libraries are most often open only during school hours and do not offer audiovisual materials. The high school and middle school libraries are staffed by full time Librarians or Library Media Technicians, but the elementary school libraries are only staffed with part time Instructional Aides or volunteers. Online databases and reference tools are available at the high school, but not at other schools. None of the school libraries have dedicated performance or meeting room space.

B. Service Limitations of Existing Facility

In 1962 the Castro Valley Library was a spacious and modern facility with room for customers to lounge comfortably while reading their favorite books and magazines and showcasing the latest in multimedia (record albums and 16 mm films) and technology (telephones and manual typewriters). Forty years later, the situation has changed completely.

Parking



The parking lot is the first thing most patrons see when they come to the Library. There are only thirty-three spaces, including one handicapped space. During busy times patrons circle the lot waiting for someone to pull out while other patrons block the driveway as they drop off checked out materials. The parking lot is at capacity. It has been re-striped to make the most efficient use of the space available and since it is surrounded by private homes there is

no possibility of expansion.

Entry Way

Most modern libraries are now designed with a gracious lobby area to transition from the outside to the inside. Typically restrooms and meeting room access are off the lobby so they can be available to the public when the Library is closed. Often this is a good place for display cases. In the current Castro Valley Library there is very little transition space in the entry way, it is cluttered with giveaway racks, the on-going Friends of the Library book sale, self checkout machines, Internet stations, book trucks of materials waiting to be shelved, and bulletin boards. Restrooms are old-fashioned and minimal.

Meeting Room

When the Library first opened it had a small hexagonal room set aside for picture books, story times, and children's programs. This room soon began to be used for other Library programs and public meetings. The room itself is small and oddly shaped. It is inadequate for either purpose and since, when the room was in its meeting room mode children had no access to the picture book collection, the picture books were moved out into the children's room. The room became the Library's all-purpose room, a role that it still has today and for which it will never be suited.

In addition to Library meetings and programs such as Senior Day, which is so popular that participants often have to sit on the floor, or weekly Literacy classes, the room is used for a variety of community meetings, ranging from a bridge club

to homeowner's groups. Ongoing uses include the Friends of the Library processing materials for book sales and, for five months a year, storage of tax forms.

Children's Room

Approximately one quarter of the Library is devoted to the Children's Room. It was designed primarily to house children's books. Over the years we have sacrificed shelving, display space, and seating to find room for videos, audiotapes, foreign language materials, Internet access, and PC's. The result is overcrowded shelves, an unattractive presentation of materials, and inadequate space for reading or study.



Since the picture book room was converted to an all-purpose room there has not been a performance space other than the main Children's Room in the Library. Story times, summer and holiday programs all compete for space with other standard Library services. Adult programs such as "Mystery Night" and the Friends of the Library's Annual Meeting are inappropriately held in the Children's Room as well. A portable screen functions as our audiovisual department.

Internet access and public use computers huddle together near power sources further reducing space available and adding to the general feeling of clutter and disorganization.

There has never been enough storage space or display space in the Children's area and this continues to be true. Additionally, there is no workspace for the children's staff to prepare for craft programs, or any other activities that would be easier to produce from something other than a standard office desk.

Circulation Area

When one enters the Library one immediately faces the circulation desk. It is here that patrons return materials, sign up for Library cards, pick up reserved materials, and check out materials. Circulation desk staff handle any problems relating to overdue or lost materials, lost Library cards, and fines. There are two workstations to handle checkouts and one for checkins. Behind the desk are wall shelves which hold both reserved materials and materials waiting to be re-shelved. Materials ready to be shelved are on book carts behind the desk. During busy periods



these carts overflow onto the public floor by the self-check out area.

Once again, the amount of space available is not adequate for the task. Shelving returned material would be much easier if each item could be better organized from the time it is returned. More shelves for returns would allow material to be placed in shelf order where it would be ready when book carts became available. More computer workstations would allow for faster service. At present there are often long lines of patrons waiting for service that extend toward the front door effectively blocking easy movement from the Children's Room to other parts of the Library and creating a situation where patrons discussing problems with staff are afforded no privacy.

Staff Work Area

This is the area in a Library commonly called the "back room" or "work room". The



one in Castro Valley is practically claustrophobic. The walls are lined with back newspaper and periodical files, and the floor packed with desks, computers and book carts. In addition to what is stored here normally, anything needing attention, such as books to be mended or discarded, or new books waiting for processing clutter desks and counters. The Library Manager and Circulation Services Supervisor share an office designed for only the Library Manager.

If the back room in the Castro Valley Library doesn't function well in its role of providing workspace for staff and storage space for periodicals and newspapers, it doesn't function at all in other roles usually associated with this kind of space. There is no place for staff meetings; there is no place for art project productions such as preparation for a children's craft program. There is no place for the Library Manager or Circulation Services Supervisor to handle sensitive personnel issues or to meet with members of the public.



Reference Area

Some things don't change. The Reference area in the Castro Valley Library is exactly the same size it was when the Library opened. Of course, every thing else about Reference has changed. In the place where the card catalog once sat there are now four Internet access stations and two Library catalog computers. Although there hasn't been a card catalog in this building for more than twenty years patrons are still surprised by its absence. The card catalog was handsome with its wooden drawers and brass handles, but the online catalog does a much better job of providing access to materials. It is better in every way except for the amount of

space it takes up. In addition, a public use PC, a microfilm reader-printer, and a print magnifier were added over the years. As well, there are forty years of new reference material in this area.

The reference collection has been continuously weeded over the years but available space has not kept up with the growth in resources particularly with regards to subject encyclopedias. For example, the Library has needed to vastly improve its collection on non-western countries and cultures and has recently acquired such titles as the Macmillan encyclopedia, *Countries and Their Cultures*, and *The Encyclopedia of African Peoples*. Although the Library has dropped other titles such as *Books in Print* in favor of electronic access, the resulting space has not been significant enough to compensate for developing the collection in other subject areas.

Medical Reference has gone from one shelf to six, Business from two to eight shelves and Law from two to ten. Until recently new volumes of Contemporary Authors were shelved on the floor. To make this possible but not adequate, two ranges of freestanding shelves were added and then later a top shelf was added to each of these. Work/study space has shrunk from four tables to two.

Young Adult

When the Library opened it did not have a separate area for Young Adults. In the 1970's the Young Adult Area consisted of a few shelves carved out of the New Book Display section. There were no seats nearby and not enough room to display all the books designated Young Adult. In the 1980's the Magazine Area was cut in half and a range of shelving added out from the wall dividing it from what would become the new Young Adult section. Two tables and eight chairs were assigned to the area. Since then the collection has grown to the point where we no longer can shelve Young Adult non-fiction in the section, but instead interfile it with general adult non-fiction.



In 1999, the Library added a Homework Assistance Center in the Young Adult Area. From 3:30 to 5:00 p.m. on weekdays homework assistance is available to all school age children. Volunteers from the high school staff the center. There is a public use PC and an Internet Station dedicated for use by volunteers and students. Also new in the Young Adult area are textbooks from the local school district. All of this is good, but it can't be done without a decline in other services. Dedicating the tables to the Homework Center means that other teens can't use them after school. Shelving the textbooks means that other material has to be removed from the section and integrated in the general collection.



A Young Adult area should be large enough to house the Young Adult collection. It should be a place where lots of teens can read, study, use the Internet, write reports, work on homework, plug in their laptops, listen to CDs, watch videos and DVDs, and socialize. There should be space for special collections. If there is a mass assignment on any subject, we should be able to gather those materials in one place and provide space and equipment for teens to work with them.

Magazines and Newspapers

Reflecting the view that recreational reading is a primary purpose of a Library, the magazine and newspaper section at the Castro Valley Library originally occupied prime real estate in the building. Near the front, across from the Reference Desk, magazines were displayed cover out on shelves stretching the length of the section. Newspapers were placed on nearby racks. Most of the comfortable furniture in the Library was placed in this area.

As mentioned earlier, the section has been split to accommodate the Young Adult Area and seating has been reduced to two tables and a few chairs. In order to allow all the magazines to be displayed it is necessary to eliminate any space between them on the shelves. What should be an open, attractive, and accessible part of the Library is cluttered and oppressive.

Videos, CDs, Books on Tape, Books on CDs, and DVDs

The designers of the Library envisioned none of these formats and none of them have been added gracefully. All of them impose on space either intended for other purposes or intended to be open. The overall effect is that these formats have been grafted on to the more traditional parts of the collection. Everything is makeshift; videos are displayed on paperback racks, audio books on bookshelves and CD's in modified LP record bins (records being one format we have dropped).

Non-Fiction, Fiction, and Genre Fiction

The problems of overcrowding discussed in other parts of this report are especially true for the main book collection at the Castro Valley Library. Over the years the aisles have become narrower while the book stacks have grown taller. We are, and have been for some time, at capacity. This means that to add a new book an old one needs to be withdrawn. Of course, in spite of best efforts, there isn't time or staff to do the kind of collection maintenance that this implies. The result is crowded towering shelves of tightly packed books.

Technology

As mentioned above when the Castro Valley Library opened in 1962, technology consisted of a typewriter and three telephones. Fifteen years later in 1977 a second typewriter had been added, as have telephones on the Children's Services desk and in the Branch Manager's office. New technology included a Teletype machine to assist with interlibrary loan, a photocopier for public use and a microfilm reader/printer. The Eighties brought computers; first to the staff workroom and Checkout Desk and then to the Reference and Children's Services desks. In 1984 an Apple IIe was added for public use. By the Nineties the card catalog was gone replaced first by a book catalog, then a microfilm reader catalog, followed by an online catalog that led to the current Internet based Webpac. Now there are 15 combined Internet/Webpac stations for public use, 5 for staff use, 5 Innopac catalog only stations, and 3 non-Internet word processing computers.



All equipment is used continually. Patrons constantly wait to use both the long term (up to 2 hours) and shared term (20 minutes) Internet Webpac stations.

While this technology has greatly enhanced public service it has at the same time stressed the capabilities of the building. Patrons are crowded together at computer stations that take

up space formerly used for seating and materials. What was once open space is crowded with tables and chairs accommodating still more equipment. Floor to ceiling windows that were once the pride of the Library are now blocked. Wiring is everywhere. One patron said, "It looks like these things have been breeding". Technology was not envisioned when the Library was built and none of it, although necessary, works well in the building.

Reader Seating

The book and periodical collections have grown, new formats such as CD's and videos have been added, as have new technologies and new services, one of the costs has been comfortable reader seating. The Library has fewer seats than ever before and the seating areas left tend to crowd into less space.



After school study groups either wait for tables to open up or resort to studying as a group on the floor. Any table or corner is fair game and the person who has come to the Library for a quiet place to read is often disappointed.

Castro Valley School Libraries

Public school libraries in Castro Valley tend to be open during school hours with some of them staying open as late as 4 p.m. and opening as early as 7:30 a.m. None of them are open late afternoons, evenings, or weekends. This is also true of the Homework and Career Centers in the high school library. While the main high school and the middle schools have full time Librarians or Library Media Technicians, the elementary schools are staffed with part time Instructional Aides and in the case of one school, volunteers. The collections in elementary, middle and main high school libraries are large, but do not contain audiovisual materials. High school students have access to online databases and reference tools while middle school students are limited to the Internet in their school libraries. None of the school libraries provide dedicated performance or meeting room space.

Private school libraries are smaller than their public school counterparts and are staffed largely by non-professionals and volunteers.

Part VII

Physical Limitations of Existing Facility

A. Executive Summary of Physical Limitations of Existing Facility

The current Castro Valley Library is housed in an old, outdated building. While still attractive from the outside in a sort of retro-chic way it is not very functional as a working Library in the year 2004.

The Library was constructed of brick in 1962. It would not meet current building requirements for earthquake safety. There are many floor-to-ceiling glass windows that, while they add to the charm of the building are not energy efficient. The boiler and air conditioning systems are 40 years old, far from state of the art today. Consequently temperatures vary throughout the building.

Ceiling and floor tiles are made of products containing asbestos. While carpeting has covered the floor tiles for the last 20 years, it is impossible to replace, paint, or clean the ceiling tiles.

The rain gutters don't drain, the water spills onto the patrons as they walk through the door to the library. The obsolete fluorescent fixtures provide inadequate lighting.

Current staffing levels make it impossible to staff the Children's Services desk during all of the Library's open hours. Since the Circulation Desk and lobby separate the Children's Area from the rest of the public service areas, this means the Children's Area is often unsupervised.

The parking lot has only 33 spaces (only one of which is designated handicap parking). The lot is small and drivers have difficulty maneuvering in it. If a driver stops to wait for a place to open up the drivers behind also have to stop. The driveway leading to the parking lot is narrow and hard to enter and exit. The driveway enters from Redwood Road, which is a busy thoroughfare. Drivers exiting and going north must turn left across four lanes of traffic without a stoplight or stop sign. Similarly, drivers entering the driveway from the south face the same problem. Pedestrians crossing Redwood Road from the overflow lot at the church across the street also are at risk without a stop sign or stoplight. In the summer of 2002, a fourteen-year-old boy was struck by a car while crossing to the Library from the Church parking lot.

Disabled persons have only one designated handicap-parking place. In a rainstorm the roof drains directly over the handicap access ramp from the parking lot to the walkway leading to the Library's entrance. Attempts to solve this problem have not been successful. The crowded and uncomfortable conditions inside the building, which are largely due to a much larger materials collection as well as the addition of lots of computers, tables and chairs and new formats such as videos, CD's, etc., have made it difficult to move easily and directly in a wheelchair.

The Castro Valley Library is very popular and well used. This means that the building is often overcrowded and can be very noisy. The Homework Center for one example is located on the public floor in the Young Adult Area no more than 20 feet from the Reference Desk. Ten or fifteen students and tutors working together can make a lot of noise without any individuals making more than a reasonable amount of noise. Children's and Adult programs often attract too large an audience for the meeting room and are held on the public floor of the Children's Room.

There is very little flexibility in the design of the building to allow it to be reconfigured in a way to make it more functional. The separation of the Children's Area from the other public service sections of the Library is the biggest problem, but others also exist. The Reference Area is much too small. There is virtually no room to add new materials without removing existing materials. Study space has been reduced to two tables. The Periodicals Area is half its original size because it was necessary to find space for a Young Adult Area that was not envisioned in the design. Also not envisioned were a book collection twice the size of the one that was here in 1962, many computers, the tables, chairs and wiring that go with them and the many new formats such as, videos, CD's, CD ROMs, DVDs and audiocassettes. What is sacrificed is study space, reader's seating, low accessible shelving and an attractive, comfortable space.

The site is inadequate and cramped. The Library is surrounded by housing on three sides and by Redwood Road on the fourth. Beyond the parking lot and the driveway there is no room to expand out and because of the design there is no possibility of expanding up.

Access by public transportation is limited to one bus line, which while convenient for patrons going to BART from the Library is not convenient for those coming the other way (they would have to ride all but $\frac{3}{4}$ of a mile of the entire route).

B. Physical Limitations of Existing Facility

Structural



The Castro Valley Library is a brick building constructed in 1962. It would not meet current structural code or earthquake requirements.

Energy Conservation

The Castro Valley Library was constructed in 1962 with the level of energy conservation available at that time and has not been updated or modified since. The boiler and air conditioning systems are 40 years old and are extremely inefficient and noisy.

Health and Safety

Both the ceiling and floor tiles are made of products containing asbestos. As a result, it is impossible to paint or even clean the ceiling. Carpeting has covered the floor tiles since 1980.

There are often times when we are unable to staff the Children's Reference Desk. Since the Circulation Area separates the Children's Area from the Adult Reference Desk the Children's Area is unsupervised during these times. This makes for poor service and an unsafe environment.

In addition to being too small, the parking lot is difficult and dangerous to enter and exit. The driveway from Redwood Road is narrow and parked cars can block visibility. Pedestrians crossing the driveway are also at risk from drivers entering or exiting.

When the Library's parking lot is full, traffic often backs up from the lot into the driveway that runs alongside the entrance to the Library. Patrons then occasionally leave their cars to put books in the book drop, which makes the situation even more chaotic.

With only 33 spaces available, the parking lot fills up quickly. Overflow parking is available at Faith Lutheran Church but is problematical because people have to cross the very busy thoroughfare of Redwood Road to get to the Library. There is a crosswalk, but no stop sign or stoplight. It's especially dangerous when the Library has children's programs, which often attract between 100 to 125 people. During a summer program in 2002, a car struck a fourteen-year-old boy crossing Redwood

Road from the Church parking lot. His leg was broken and he had to be rushed to a hospital.

Disabled Access

Although the building meets the minimum ADA standards there are some problems for disabled patrons.

The handicap access ramp from the parking lot to the walkway that leads to the Library's entrance is directly under a place where water overflows during a rainstorm. Several attempts have been made to correct this without success.

The parking lot has only one designated handicap parking space.

Within the Library, cramped and crowded conditions make it extremely difficult to maneuver a wheelchair or add equipment to assist disabled patrons.

Acoustics

Little has been done to improve the acoustics since the Library opened in 1962. The building is often overcrowded and can be very noisy. This is especially bad after school from 3-5pm when all computers are humming; printers are churning, and between 40-50 young people are crowded into the Young Adult area and around computer stations.

Since the meeting room is too small it is frequently necessary to hold events and programs in the general Children's Area that creates a high level of noise throughout the building.

Lighting

Lighting is provided from obsolete fluorescent fixtures. Since the book stacks are taller than they were designed to be, lighting in the aisles is very poor.

A lighting survey was conducted in the morning on an overcast day and in the nighttime at various locations in the facility. All readings were taken on work surfaces or at the bottom of the shelving units. All luminance readings are in foot-candle and have an error rate of 10% plus or minus.

Area	Daytime	Nighttime	Rec. Level required⁶³
Circulation Desk (1)	40	40	50-70
Adult Public Catalogs (2)	25	25	
Reference Desk (3)	35	35	50-70
YA Area (4)	40	35	
Adult Newspaper Area (5)	40	30	40-50
Adult Non-Fiction (6)	20	20	
Adult Fiction Shelving (7)	20	20	
Children's Desk (8)	25	25	50-70
Children Non-Fiction (9)	25	20	
Picture Books (10)	30	20	
Children's Area (11)	30	20	
Work Room (12)	40	35	
Branch Manager Office	45	30	
Meeting Room (15)	35	30	40-50

Library and offices require a relatively high level of illumination of excellent quality in order to satisfy the needs of a wide diversity of seeing levels and tasks activities. Library activities vary from computer work, reading, filing and writing which require correct and balanced lighting. Nighttime lighting must also be sufficient within itself and not supplementary to daylight lighting. As the above chart reflects, the current facility does not meet the industry standards for lighting and the lighting environment.

The library population is of various ages and also requires different levels of illumination for reading and safety. Older people need higher levels illumination than younger people but the Library must provide a comfortable level for all age groups. The quality of lighting is paramount and should not be subordinated in the Library environment to other considerations.

Heating and Air Conditioning

Heating and cooling systems are inadequate. The heating and cooling systems date from the same era as the building and are out of date and not up to current standards. Patrons and staff often complain of being too hot or too cold sometimes at the same time in different parts of the building. Temperatures are haphazard and vary throughout the building. Air circulation is poor and staff and patrons often find layers of grit and grime deposited on desks and countertops. The Maintenance Department has tried to address these problems without success.

Space flexibility/expandability

The current Library is at capacity and has no margin for flexibility or expandability. Over the years the Circulation Desk has been moved once as have the Young Adult and Periodical Areas, but beyond these fairly minor adjustments the basic design of the building does not lend itself to modification. There is no room to expand out and the building itself was not designed for a second floor to be added.

⁶³ Recommended luminance levels are from Illuminating Engineering Society, IES Handbook.

Functional spatial relationships

The Library was designed with the Children's Area as a completely autonomous area separated from the Adult, Young Adult, Reference and Periodicals sections by the Circulation Desk and Library Lobby. This may have worked fairly well when staffing levels allowed the Children's Services Desk to be staffed whenever the Library was open, but current staffing levels do not allow for this which means there are many times when the Children's Area is unsupervised.

Adding an online catalog and Internet access meant adding more than twenty computers and the tables and chairs that go with them to a building that was not designed for them. Additionally, wire management is virtually nonexistent. Outlets have been added wherever possible so that under every table holding a computer is an unattractive and clumsy spaghetti like mass of wires. This as well as the acquisition of videos, CD's, CD ROMs, DVDs, audiocassettes and much larger book and periodical collections has made for a cluttered and uncomfortable space.

Site Considerations

The site is exactly the size of the building, the driveway, and the parking lot with a small verge along the side and in front. There is no room to expand.

The site is not identifiable from Redwood Road. The driveway is narrow and not well marked. Staff usually tell patrons asking for directions to look for the Faith Lutheran Church across the street (which is easy to see) and then to turn left.

Other Considerations

The overhanging eaves of the roof don't have rain gutters. This gives the building a clean and elegant line. It also means that water pours down on patrons entering the building during rainstorms. This problem is particularly bad over the handicap access ramp leading to the building from the parking lot.



Part VIII Space Needs Assessment

Collection

The current size of the collection is 105,745 items or 1.8 volumes per capita. The collection should be increased to 161,600 items for a total of 2.5 volumes per capita to serve the projected population growth. This conforms to Library planning guidelines, which generally recommend a collection size of 2.5 to 3.0 volumes per capita.

In determining the size of the various components of the collection, staff considered community demographics, circulation statistics, the written Needs Assessment Survey, Focus Groups, the Wisconsin Standards, and library practice.

In the written Needs Assessment Survey, respondents were satisfied with the range of materials offered by the Library, but not with the amount and depth of the collection. In planning for future growth, Library staff looked for imbalances between potential demand, community characteristics and the adequacy of a particular part of the collection. Two areas were identified that needed significant increases, the audiovisual collection and international languages. Currently, circulation of audiovisual materials constitutes 25 % of the Library's circulation but is only 7.8 % of the collection. This collection should be increased to 18 % of the total collection by 2020.

The International Language collection should be increased from 1.3 % of the collection to 5 %. The rest of the increases can filter through the entire collection in roughly the same proportion as exists now. This is summarized in Table 1, the Castro Valley Library Collection Growth Plan.

Table 2 is a summary of all projected collections to be housed in the new Library including the size, format, and category of each collection. This table also includes volumes per linear foot, assumptions about how much of the collection is expected to be in circulation, the type of shelving for each collection and the total square feet needed for each collection.

Table 3 is a list of the shelving types included in Table 2 Castro Valley Library Collection Space Needs in 2020.

Table 4 is a chart summarizing the calculations used in determining the above.

TABLE 1: Castro Valley Library Collection Growth Plan

Current service population:	57,292		
Population in 2020:	66,000		
Current materials collection:	105,745	1.8	volumes/capita
Recommended level by 2020:	161,600	2.5	volumes/capita
Current AV collection level:	8,313	7.8%	of collection
Recommended level by 2020:	29,000	18.0%	of collection
Current Intl Languages bk coll:	1,420	1.3%	of collection
Recommended level by 2020:	7,342	5%	of collection

Current Collection Size:

	Adult	YA*	Children	Total
Books	63,839	2,305	31,202	97,346
% of book collection	66%	2%	32%	
Audiovisual media	4,849	560	2,990	8,399
% of AV collection	58%	7%	36%	

2020 Collection Size:

	Adult	YA	Children	Total
Books	87,018	3,457	42,125	132,600
% of book collection	66%	3%	32%	
Audiovisual media	18,300	1,700	9,000	29,000
% of AV collection	63%	6%	31%	

*Note: Young Adult Audiovisual includes Young Adult music CDs only.
All other Young Adult media is shelved with Adult. Young Adult books include fiction only; non-fiction is shelved with Adult non-fiction.

Table 2: Summary of Projected Collections

TABLE 3: Shelving Types

The shelving types programmed for the building are:

- A. 84" high adjustable shelves, maximum 6 shelves per section
- B. 78" high adjustable shelves, maximum 5 shelves per section
- C. 66" high adjustable shelves, maximum 5 shelves per section
- D. 45" high adjustable shelves, maximum 3 shelves per section
- E. 78" high adjustable shelves, 6" deep shelves for videos or DVDs
- F. 66" high adjustable shelves, 6" *deep shelves for videos or DVDs*
- G. 78" high shelves, with 4 AV browsing bins per section,
1 fixed shelf and 1 6" slotted shelf at top
- H. 84" high adjustable shelves, fixed sloping display for magazine display
- I. 66" high adjustable shelves with Plexiglas hanging newspaper inserts
- J. 66" high adjustable shelves with maximum 2 AV browsing bins per section
(used for children's collection)
- K. 66" high shelves with rods for AV hang-up bags, 2 per section
- L. 66" or 78" high adjustable shelves, hinged sloping display for magazine
display & shelving of recent back issues
- M. 45" high adjustable shelves, 3 shelves maximum with 1 sloping display shelf
at top
- N. 66" or 78" high slat wall/Plexiglas display shelving for paperbacks

**TABLE 4: Calculations for Table 2 Spreadsheet: Castro Valley Library
Collection Space Needs.**

Column	Notes/Calculations
Current size of the collection	
Projected size in 2020	See Building Plan
% on the shelf	Varies based on circulation records
Volumes to shelve	Collection size in 2020 multiplied by number on the shelf
Items per linear foot	Based on Wisconsin and Libris Design standards
Linear feet needed	Vols to shelve divided by items per linear ft.
Shelf type	Described in Table 3
Shelf Height	See Table 3
Shelves per section	See Table 3
Number of sections needed	All shelves are 3 ft. shelves. Multiply the number of sections by the length of the shelf (i.e. 6x3 or 5x3 or 4x3) This number is then divided by linear feet needed to get number of sections needed.
Number of sections adjusted (rounded off)	Generally rounded numbers up
Square feet needed	Assume 1 section is 12 sq. ft. Multiply the number of sections times 12.

Reader's Seats

The current seating capacity of the Library is 90 seats (1.58 per 1,000 residents.) This is significantly less than needed and often forces people to sit on the floor or stand. It is recommended that seating be increased to 209 seats (about 3.1 seats per 1,000 residents). This level allows the Library to offer seating to its visitors at nearly double the current rate and matches planning guidelines from the Wisconsin Library Building Standards.

Space allocations were determined using the Wisconsin standards and were supplemented by information from the Libris Design software program. The space allotment was calculated by taking the number of seats and multiplying it by the square foot per seat. The square feet allocated for a seat varies according to the location and type of seat and is summarized in the following table.

General & Study Seating	Seating Type	# of Tables	# of Seats	SF/ Seat	SF Needed
Public Entrance/Lobby	2 3-pl Benches		6	12	72
Library Café	Round café tables w/seats	3	12	30	360
Art Exhibit Hall	3 2-pl benches		6	12	72
Reference Collection	4-pl Tables	3	12	25	300
Reference Collection	2-pl table	8	16	25	400
Reference Collection	1 pl- study carrel	4	4	36	144
Adult New Books & Special Display	2 3-pl Benches		6	12	72
Adult Fiction	4-pl table	1	4	25	100
Adult Circulating Nonfiction Books	4-pl table	3	12	25	300
Quiet Adult Seating	Lounge chairs		12	36	432
Quiet Adult Seating	2-pl table	4	8	25	200
Magazine & Newspaper Browsing	4-pl table	2	8	25	200
Magazine & Newspaper Browsing	Lounge chair		10	36	360
Senior Area	Lounge chair		2	36	72
International Languages	2-pl table	1	2	25	50
Castro Valley Local History	4-pl table	1	4	25	100
Young Adults Area	4-pl table	4	16	25	400
Young Adults Area	Lounge chair		2	36	72
Subtotal Adult/YA:			142		3706
Children's Seating Area	4-pl table	2	8	25	200
Children's Seating Area	2-pl table	3	6	25	150
Children's Seating Area	1 pl-study carrel	4	4	36	144
Children's New Materials Display Area	3-pl Bench		3	12	36
Picture Books	10-pl round	1	10	8	80

	table				
Picture Books	Lounge chairs	2	2	36	72
Picture Books Window Seating			4		60
Early Readers Collection	Lounge chairs		2	36	72
Middle School	4-pl table	2	8	25	200
Parents Collection	4-pl table	1	4	25	100
Children's Magazine Browsing Area	Lounge chairs	2	2	36	72
Children's Magazine Browsing Area	4 pl-table	1	4	25	100
Children's Seating Area	4 pl-table	1	4	25	100
Children's Seating Area	2 pl-table	3	6	25	150
Subtotal Children's			67		1186
Subtotal General & Study Seating:			209		4892

Technology

The written Needs Assessment survey and Focus Groups identified information technology as one of the most important services the Library must provide in the next 5 years. School District administrators ranked more access to computer technology as the most important service improvement in a new Library. Electronic, computer based resources are now a basic and integral part of Library service. The new Library will be equipped with 57 networked PCs capable of accessing the Internet, the Library's catalog and all subscription databases as well as offering access to networked software applications such as word processing and spreadsheets. The Multipurpose Education Center will include 30 laptop computers bringing the total number of public use computers to 87. An additional 27 computers will be used by staff at service desks, staff workstations, and the sorting and returns room. All computers will connect to a local area network that will connect to the Alameda County Library wide area network via high-speed data lines. Routers, servers, telecommunications equipment and other items associated with the central support of technology within the facility will be located in a Telecommunications Closet.

The Meeting Room, the Multipurpose Education Center and the Conference Room will be wired and cabled so that computers can access the Library's network. Space allocations for computers and network printers are based on Building Blocks for Library Space, ALA 1995. Space is calculated by multiplying the square feet of a workstation by the number of items.

Public Computers	Item Type	# of Computers	Square ft./Item	Total Square Feet
Reference Collection	sit-down workstation	2	36	72
Adult Electronic Info Ctr	Sit-down workstations	26	36	936
Adult Fiction	Standup workstation	2	25	50
Adult Non-Fiction	Standup workstation	5	25	125
Senior Area	Sit-down workstations	2	36	72
Young Adult	Sit-down workstations	6	36	216
Children's Electronic Info	Sit-down workstations	12	36	432
Children's Non-Fiction	Standup workstations	2	25	50
Multipurpose Education Ctr	Laptops	30	n/a	n/a
TOTAL		87		1953

Staff Computers	Item Type	# of Items		Sq.Ft./ Item	Sq. Ft. needed
Circulation Service Desk	Computer workstation	3		80	240
Sorting & Returns	Computer workstation	1		50	50
Reference/Children's Services Desk	Computer workstation	5		80	400
Library Manager's Office	Computer workstation	1	On desk/ credenza	Will be included with furnishings spreadsheet in Building Plan	
Circulation Supervisor's Office	Computer workstation	1	On desk/ credenza		
Staff Workroom Area	Computer workstation	14	Component of office workstations		
Staff Workroom Area Clerical	Computer workstation	2	690		
TOTAL		27			

In addition to computers, the new building will be equipped with five networked printers which will be part of a print management center for the public with copy machines, change machines, debit card dispenser and a work counter with storage. Calculations for the following table were based on the square feet of each item multiplied by the number of items.

Print Management	# of Items	Sq. Ft./item	Total Sq. Feet
Networked Printers	5	10	50
Scanner	1	10	10
Copy Machines	3	30	90
Change Machine	1	6	6
Debit Card Dispenser	1	6	6
TOTAL	11		162

The Library will also include space for an automated conveyor system that can check in, re-sensitize and sort returns. See 8E, Miscellaneous Space Needs.

The Library should be equipped with 3 self-checkout machines, to further staff efficiency. This number is based on Alameda County Library circulation statistics and experience.

Quantity	Item	Sq. Ft./Item	Total Sq. Feet
3	Self-checkout machine	36	108

Staff Offices and Workstations

Projected staff for the new Library, assuming we are open 43 hours per week, is as follows:

Management Staff:

- ◆ One full-time Library Manager
- ◆ One full-time Circulation Services Supervisor

Adult Reference Staff:

- ◆ Two full-time Reference Librarians
- ◆ One half-time Reference Librarian
- ◆ One half-time Reference Library Assistant

Young Adult Services Staff:

- ◆ One full-time Young Adult Services Librarian

Children's Services Staff:

- ◆ One full-time Children's Librarian
- ◆ Two half-time Children's Library Assistants

Circulation Services Staff:

- ◆ One full-time Lead Clerk
- ◆ Nine half-time Library Clerks
- ◆ Ten half-time Library Pages

In addition, Services As Needed staff will be budgeted to cover Sunday hours.

The size of the Children's Services department will increase and a Young Adult specialist added to the Library staff in response to focus group information. All four groups called for better services for teens and children, while better Children's Services was given "highest" marks in 3 of the 4 focus groups, and better teen services in 2 of the 4 groups.

The combined Reference/Children's Services Desk has space for 2 staff on the Children's section and 3 on the adult section. We expect to average 3 staff members at the combined desk during all open hours. Using 39 hours per week as a base (excluding Sundays which are staffed by Services As Needed staff), a full-time Librarian or Library Assistant will be expected to work 19.50 hours per week on the desk, while a half-time employee will work 9.75 hours per week.

117 hours of coverage needed (39 hours x 3 positions)
117 hours divided by 6 positions = 19.50 hours per FTE position

The Library Manager will provide additional coverage as needed.

Were the new Library to open an additional 5 hours on Friday (12 – 5 p.m.), one full-time Librarian will be added to cover the additional 15 hours of desk coverage needed.

The Circulation Services Desk and the automated sorting and returns area have a combined 4 desk positions (3 at the Circulation Desk, 1 in the sorting/returns room.) We expect to staff 3 of those 4 positions on average during all open hours with the Library Clerks or Lead Clerk. Each half-time Library Clerk will work 12 hours per week at a desk position, while the Lead Clerk will work 9 hours per week at a desk position.

117 hours – 9 hours Lead Clerk = 108 hours of coverage
108 hours divided by 9 Library Clerks = 12 hours per week for each
half-time Library Clerk

The Circulation Supervisor will provide additional coverage as needed.

If the new Library opens an additional 5 hours on Friday one half time Library Clerk will be added to the schedule. This will provide 12 of the 15 additional hours of coverage needed. Library Clerk staff would divide the extra 3 hours.

Ten half-time Library Pages are required. This would allow 4.81 Library Pages for all open hours. This figure is based on the size of the building, the expected

circulation, and our experience with other libraries, especially the Pleasanton Library. If we were to open Fridays, we would add 1 additional Library Page.

Centralized system services including our Technical Services, Automation Services, Literacy Program, and Senior Outreach Services departments will directly contribute to the operation of the facility. Staff from all but Technical Services will spend time on site as needed.

The Library will have a total of 27 staff workstations. These will include stations on the public floor, the staff workroom area, and the manager's offices. There will be two staffed service desks in the Library proper: the Circulation Service Desk and the Reference/Children's Services Desk. The Circulation Service Desk will be the service point that is closest to the public entrance, highly visible, and an obvious place for incoming patrons to seek assistance. The Reference/Children's Services Desk will be strategically placed so that staff can serve the public in both the Adult and Children's Services sections of the Library. Both desks will be staffed every hour the Library is open.

- One Circulation Service Desk, with 3 staff positions
- One Reference/Children's Services Desk, with 5 staff positions

There will be two manager's offices located in the staff workroom area: the Library Manager's Office and the Circulation Supervisor's Office. Each of the manager's offices will be attached to, and open from, the staff workroom and easily accessible to the public areas.

- One Library Manager's Office, with one staff position
- One Circulation Supervisor's Office, with one staff position

The staff workroom area will have 14 modular office system workstations along with two shared work counter stations designated for staff. Each of these workstations will be equipped with a computer. This space will be the principal work location for staff whenever they are not helping the public in the Library or offsite. There will be an entrance into the space from the Circulation Service Desk and from the open public area, so that staff may move back and forth quickly and conveniently between their workspace and the public area. These workstations will accommodate eight Reference staff positions, one Lead Clerk staff position, two Circulation Services staff positions, one centralized system services staff position, one resource staff position, one Services as Needed (SAN) Reference staff position, and staff growth.

- Eight workstations, with one Reference staff position at each
- One workstation, with one Lead Clerk position
- Two work counter stations, with two Circulation Services positions
- One workstation, with one Automation Services staff position, as needed
- One workstation, with one Literacy Program, Senior Outreach Services, or other resource staff position, as needed
- One workstation, with one SAN Reference staff position, as needed

- Two workstations, with one staff position each for staff added to cover additional open hours

Calculations for the Staff Work Area are summarized in the following table. Calculations are based on the number of items multiplied by square feet per item. Space allocations are based on Building Blocks for Library Space, ALA 1995. For calculations describing Library Manager's and Circulation Services Supervisor's offices see Building Program 9A and 9B.

Office Workstations	# of Items	Sq. Ft./ Item	Total Sq Ft.
Reference staff - modular office workstations	8	70	560
Lead Clerk	1	70	70
Clerical workstations	4	36	144
ASV/TSV staff person	1	70	70
Resource staff position (Senior Outreach, Literacy etc)	1	70	70
Services as Needed Librarian	1	70	70
Additional Reference staff	2	70	140
TOTAL	16		1124

In addition, there will be two work counter stations, two 8' x 3' worktables, and a 10' long work counter. Both Circulation Services staff and volunteers will use the four work counter stations. The two worktables will also serve to accommodate Circulation Services staff and volunteers. Both Reference Services staff and Circulation Services staff doing projects requiring greater surface space will use the work counter.

- Two work counter stations, with two Circulation Service staff or volunteer positions
- Two worktables, with four Circulation Service staff or volunteer positions
- One work counter, with Reference/Children's Services, Circulation Service staff, and volunteer space for projects

Meeting Rooms

The proposed Library will have one large meeting room, one small conference room, and a Multipurpose Education Center. Both the large meeting room and the Multipurpose Education Center will each be divisible providing for a maximum of 5 separate rooms for meetings, classes or group study.

	Occupancy	Size
Large Meeting Room	180	2000 sq. ft.
Small Conf. Room	2 - 10	250 sq. ft.
Multipurpose Ed. Center	10 - 30	932 sq. ft.
Total Max.	220	3182 sq. ft

Using Wisconsin Standards, the Library calculated 25 square feet per person for each room and includes 80 square feet of presentation area for the Multipurpose Education Center and 100 square feet for the large meeting room.

This amount of space supports the additional needs for meeting room space that is flexible and can accommodate both large and small groups and a variety of programming and classes.

Major Meeting Room:

As an unincorporated area, Castro Valley lacks a free central meeting place available to all. In The Needs Assessment Survey, in Focus Groups, in additional written comments, and in an analysis of the needs of community organizations points to an overwhelming need for adequate meeting room space in Castro Valley. The Library needs a meeting room with a minimum capacity of 180 people. The room should be divisible so that more than one activity can occur at one time. It will be wired and cabled to support a variety of presentation formats and information technologies. Food and beverage preparation will be possible. The Major Meeting Room will be used for Library events such as author programs, storytelling and other programs for children, Friends of the Library meetings, and special adult programming such as senior events. It will serve the cultural needs of the community by providing a venue for enrichment programs such as author events, workshops, and educational forums. It will also provide much needed space for meetings of community clubs and organizations, such as homeowner's association meetings, mother's clubs and scouting groups.

Conference Room:

The Needs Assessment Survey and the Focus Groups both highlighted the need for the Library to provide space for small groups to work together. This could be, for example, students working on a group assignment, community members involved in a joint project, a book discussion group, and popular community service programs such as tax preparation assistance and the Bar Association's Lawyer in the Library program. The room will be equipped with adjustable lighting levels, marker boards and wall display space.

Both the large meeting room and the conference room can be used when the Library itself is closed.

Multipurpose Education Center:

The community analysis and the analysis of Library service needs highlight the importance of planning for a separate, flexible use space that can support the joint use activities with the School District. The current facility has no space for class

visits, homework assistance, information literacy workshops or other programs that teach library skills. A Multipurpose Education Center will host joint Library/school sponsored programs including the Homework Center, Career Center, Family Literacy, and Computer Learning Center. It is extremely important that this room is divisible so that two groups can share the total space simultaneously. It will be equipped with thirty laptop computers for student use. The room should be equipped with adjustable lighting levels, marker boards, tackable wall display space, shelving for school textbooks and wired and cabled to support multimedia and telecommunications activities. Further information about this space and facility needs, as well as the use of the Multipurpose Education Center is incorporated in the School/Library partnership agreement submitted with this application.

Special Purpose: Miscellaneous Space Needs

There are four specific areas planned for the new building that fall into special purpose space needs. These include the Art Exhibit Hall, the Library Cafe, the Friends' Bookstore and the Sorting and Returns area.

Art Exhibit Hall

An interest in the Library as a place to showcase local art emerged as a priority in two Focus Groups. The Library's role as a community gathering place and as a focal point of community pride is consistent with encouraging and providing space for display of public art. The new building includes a 650 square foot art exhibit hall contiguous to the large meeting room and the lobby.

Library Café

The proposed building will include a cafe for visitors to use as an informal gathering and social area and is located next to the lobby. Community requests for a cafe ranked very high for at least two Focus Groups and 30 % of the Survey respondents. The proposed building includes the design of a 490 square foot cafe based on projected seating for 12 people at a time. The size is based on Wisconsin guidelines of 30 square feet per person and 100 square feet of food preparation area. The cafe will include round cafe tables with chairs and 2 vending machines.

Friends of the Library Bookstore

The Friends of the Library raise significant income for the Library with two annual book sales and an ongoing book sale. The Friends currently use the Library's overcrowded meeting room to sort, organize and temporarily store materials. The Friends also have rented an outside storage facility. Both the Focus Groups and Survey respondents expressed an interest in a Friends bookstore. The proposed plan includes a 464 square foot combination gift shop and storage and sorting area, divisible by means of a moveable partition. Space needs are based on the amount of book donations the Friends process and equipment needs for both a work area and a gift shop. The work area will contain two worktables and approximately 168 linear feet of shelving. The gift shop will also contain 168 linear feet of shelving.

Sorting and Returns

The Library plans to take full advantage of state of the art technology that can streamline and improve the delivery of Library services as budget allows. One of

the most time consuming activities is that of processing and sorting returns. Staff is actively researching an automated conveyor system that can check in, re-sensitize and sort returns. At this writing, the Library has identified several vendors as sources for this kind of equipment including Techlogic, Libramation and Brodart. The design of the new building allocates 817 square feet for equipment. The design and configuration of this area will be done in collaboration with Library staff and the vendor. Space allocation for this type of equipment was determined in consultation with vendors.

Non-assignable Space

The Castro Valley Library Building Program recommends a total building size of 41,331 square feet with 29 % allocated for non-assignable space. This includes the building's mechanical systems, electrical and telecommunications distribution and closets, restrooms, wall thickness, and any other elements of the building that cannot be assigned to a Library function. This space distribution is based on recommendations presented in Building Blocks for Planning Functional Library Space, 2001.

The Castro Valley Library Space Needs Summary, which follows, is the complete summary of assignable Library space needs.

Castro Valley Library Space Needs Summary

Space		SF Needed	
1A	Public Entrance/Lobby	590	
1B	Friends of the Library Book Sale & Store	464	
1C	Public Restrooms	nonassignable	
1D	Meeting Room	2,000	
1E	Meeting Room Storage	272	
1F	Library Café	490	
1G	Conference Room	250	
1H	Art Exhibit Hall	650	
8A.	MultiPurpose Education Center	932	
	Total		5,648
2A	Circulation Service Desk	356	
2B	Express Check Out	180	
2C	Material Return slots	n/a	
2D	Automated Returns	n/a	
2F	Copy Machines & Network Printing	237	
	Total Circulation Area		773
3A.	New Books & Special Displays	360	
3B	Adult Audiovisual Collection	826	
4A	Information / Children's Services Desk	472	
4B	Reference Collection & Seating	1,780	
4C	Castro Valley History	166	
4D	Electronic Information Center	936	
5A	Adult Fiction Collection	1,602	
5B	Adult Non-Fiction	3,821	
5C	Magazine and Newspaper Browsing	680	
5D	Senior Area and Large Type Collection	300	
5E	International Languages/ESOL	350	
5F	Quiet Adult Seating	730	
	Total Adult		12,023

6A	Young Adult Area	1,024	1,024
7A	Children's Reference Collection	84	
7B	Children's Electronic Information Center	432	
7C	Children's Picture Books	752	
7D	Parent's Collection	124	
7E	Early Readers	336	
7F	Moving Up Collection	156	
7G	Children's New Book Display Area	88	
7H	Children's Fiction	720	
7I	Children's Seating Area	494	
7J	Children's Non-Fiction Collection	1,778	
7K	Middle School Area	248	
7L	Children's Audiovisual Collection	621	
7M	Children's International Languages	120	
7N	Children's Magazine Browsing Area	208	
7O		24	
7P	Children's Seating Area	250	
	Total Children's		6,435
	Public Space Subtotal		25,903
9A.	Library Manager's Office	190	
9B.	Circulation Supervisor's Office	150	
9C.	Staff Work Area	1,528	
9D.	Staff Restrooms	nonassignable	
9E.	Supplies ; storage	310	
9F.	Telecommunications Closet	nonassignable	
9G.	Staff Room/Kitchen	452	
9H.	Custodial Closet/Supplies	nonassignable	
9I.	Mechanical Storage	nonassignable	
9J.	Delivery and Mail Sorting Area	112	
2E	Sorting & Returns	817	
	Staff Area Subtotal		3,559
	Grand Total		29,462

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